



Year 1

UNIT: SIS30115 Conduct Sport
Coaching Sessions with Foundation
Level Participants

Student Learner Guide

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Conduct sport coaching sessions with foundation level participants



SISSCO001 Conduct sport coaching sessions with foundation level participants
Elements and Performance Criteria
<p>Prepare for sport-specific sessions with foundation level participants.</p> <ol style="list-style-type: none"> 1.1. Confirm assigned sport-specific session duties with supervisor. 1.2. Interpret sport-specific session plans and confirm set-up requirements with supervisor. 1.3. Prepare facilities, equipment, resources and refreshments according to set-up requirements. 1.4. Select and check equipment and resources for wear and tear and report to supervisor. 1.5. Report sport-specific session set-up problems to supervisor <p>Conduct sport-specific sessions with foundation level participants.</p> <ol style="list-style-type: none"> 2.1. Communicate and confirm foundation level participant understanding of sport-specific session activity instructions and safe participation requirements. 2.2. Communicate and model sport-specific participation behaviour standards. 2.3. Present, sequence and pace sport-specific session activities to meet sport-specific session plans. 2.4. Instruct and demonstrate safe sport-specific techniques and equipment use to foundation level participants. 2.5. Give feedback to foundation level participants to encourage positive interaction and participation. 2.6. Address foundation level participant poor behaviour within own job role responsibilities. 2.7. Seek support from supervisor when difficulties arise outside own job role responsibilities. <p>Complete sport-specific sessions with foundation level participants.</p> <ol style="list-style-type: none"> 3.1. Seek foundation level participant feedback to identify further coaching needs and report to supervisor. 3.2. Describe plans for follow-up sessions to foundation level participants as directed by supervisor. 3.3. Check equipment used in sport-specific sessions to identify wear and tear and report to supervisor. 3.4. Pack up sport-specific equipment, resources and refreshments according to organisational policies and procedures. <p>Review sport-specific sessions.</p> <ol style="list-style-type: none"> 4.1. Seek supervisor and foundation level participant feedback on own assistant coaching performance. 4.2. Reflect on feedback received and personal performance to identify areas for improvement.
Knowledge Evidence
<p>monstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> • organisational policies and procedures applicable to conducting sport coaching sessions with foundation level participants • tactical and technical fundamentals of a specific sport for foundation level participants • organisational layout of sport-specific activities • sport-specific equipment and resources: <ul style="list-style-type: none"> • safe set-up and lay-out

- safe condition
- safe use
- safe pack-up
- sport-specific safe participation requirements:
 - obeying the rules
 - use of protective equipment
 - hydration
- coaching communication styles for foundation level participants:
 - instruction
 - demonstration
 - active listening
 - open and closed questions
 - non verbal communication
 - giving and receiving feedback
 - tone and level of voice
 - terminology and language
- behaviours expected of an assistant coach:
 - promoting positive interaction and participation
 - using acceptable language
 - arriving on time
 - using self-reflection to identify areas for improvement
- methods to:
 - instruct safe use of equipment and techniques
 - instruct safe sport techniques
 - instruct warm-up, skill development and cool-down activities
 - establish behaviour standards
 - promote cooperation and good relationships
 - demonstrate techniques
 - encourage interaction and participation
 - give and receive feedback
 - respond to questions
 - report problems to supervisor
- sport-specific session plan elements
- methods for self-reflection

SAMPLE

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- conduct three sport-specific sessions with foundation level participants under supervision where each session is at least 30 minutes in duration.

CONDUCT SPORT COACHING SESSIONS WITH FOUNDATION LEVEL PARTICIPANTS

In this unit you will develop the skills and knowledge required to conduct sports coaching sessions with foundation level participants. The unit relates to individuals working under supervision in community-based assistant coaching roles in the Australian sport industry. This means you will develop the skills associated with being an assistant coach working under a supervisor which would normally be the head coach



Definition of roles:



Head coach

- The *head coach* is the lead coach in charge of a team. The head coach may have a number of assistant coaches, trainers and fitness staff that report to them. There is normally only one head coach.



Assistant coach

- An *assistant coach* works under and reports to a head coach. They assist with making sure players, equipment and facilities are well-prepared and organized. There may be a number of assistant coaches for a team.



Foundation level participants

- Foundation level participants* are individuals in the early stages of both skill development and gameplay understanding in relation to the sport. Foundation level participants are often children but can also be older individuals that are new to a sport.

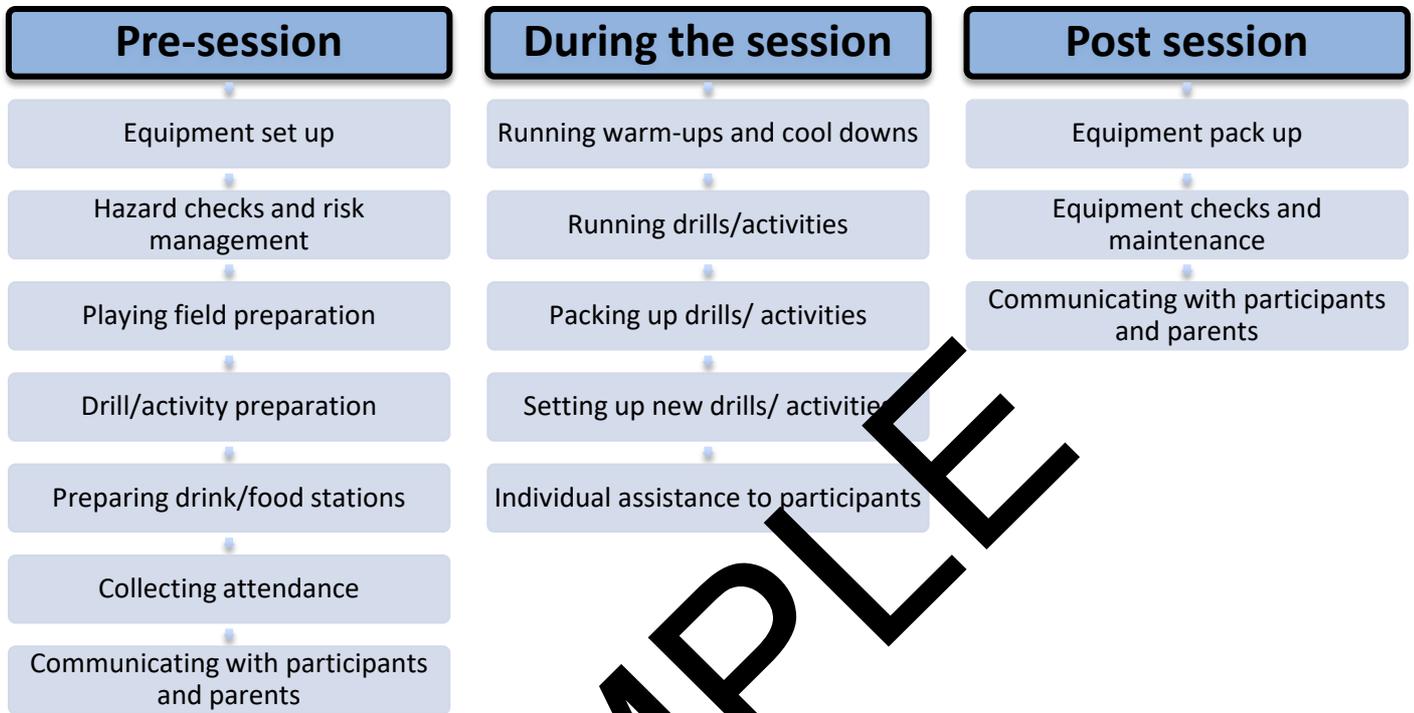
YOUR DUTIES

As an assistant coach it is important that you work closely with the head coach. Before each session you need to develop a clear understanding of what your responsibilities will be during the session. This is done through clear communication with the head coach. It is important that you and the head coach set time aside to discuss the session and what your responsibilities will be. This discussion may occur directly before the session or earlier i.e. the night before.

Ensure you and the head coach set enough time aside to discuss your responsibilities. If you do not allow enough time the session may be unorganised and more stressful for both the coaches and participants. A poorly planned and set up session may also be potentially more dangerous. Generally, it is the coach's responsibility to plan the session. At times the coach may ask you to plan components of the session such as an activity or drill. However, in

most cases the coach will prepare the session including the responsibilities set for you and any other assistant coaches.

Typical responsibilities may include:



INTERPRET SESSION PLANS

A session plan is a guide that outlines the focus of a session, what is needed to conduct the session and the key points and activities to be completed during a session. It should be clear, concise and detailed enough that any coach or assistant coach could pick it up, read it and conduct it.

There is no set template for putting together a session plan for a sport, fitness or recreation session; however, it is important that it contains the following components:

- Date and time**
 This is important for reviewing session plans and from a legal point of view.
- Objective**
 The objective of a session is what you want to achieve or the goal that you will be working towards during the session.
- Equipment**
 This component of the session plan should list all the equipment needed to conduct the session. This can then be used as a checklist prior to the session to check that you have everything you need.
- Location**
 This will include information related to both the location and venue. Examples would include venue name and /or address as well as more specific information such as 'court 6' or 'top oval'.

- **Content and timing**

The content of a session refers to the exercises and activities that make up the session. The content should be divided into three phases: Warm-up, conditioning and cool-down. Timing for the activities within the session should also be outlined.

Before the session you should meet with the head coach to discuss the session plan and activity/drill set up requirements. It is important that you ask the head coach questions if you are unsure of any aspects of the session plan or set-up requirements.

A typical session plan is included below.

Session Plan Template		
Date:	Equipment needed:	
Venue:		
Duration:		
Session goals		
Warm-up activities:	Drills and games:	Cool-down activities:
Session evaluation <small>(key points from session, what worked and what did not, modifications for next session, etc.)</small>		

SAMPLE

SESSION SET-UP

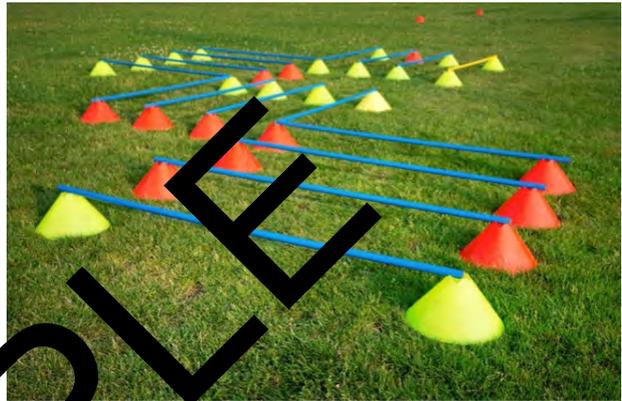
Your next role may require you to set up for the session. This could include setting up:

- **Facility/Venue** – may include marking off the area of a field you are using, lowering a separation curtain or selecting which court you will use. Performing a risk analysis of the venue is vital to ensure the safety of the participants.

- **Equipment-** you may need to set up the equipment for the session. This may include witches' hats, playing equipment such as bats and balls and safety equipment such as the first aid kit.
- **Resources-** other resources other than the equipment may be required for the session. This could include checklists, instruction cards or even hand sanitiser in the time of COVID-19.
- **Refreshments-** In foundation level sport the refreshments provided are usually minimal. In most cases you may be required to organise the water for the players. In junior sports players may have oranges at half time of a game and lollies after the game. You may be required to coordinate the distribution of the lollies and oranges with parents.

When setting up for sessions it is important to:

- Allow sufficient time to ensure proper and safe set-up
- Check session plan carefully to ensure you are setting up correctly
- Consider safety and infection control
- Ensure you have adequate and functional equipment
- After setting up check with head coach the set up aligns with their expectations



REPORT SET-UP ISSUES

It is important that you report any set-up issues to the head coach. Set up issues may include:

Insufficient equipment

The session plan may require more equipment than is available. For example, a drill may require one football for every two players. When setting up you establish that there are not enough footballs. You let the head coach know that there is not enough footballs and he will need to adjust the drill to have players in groups of three rather than pairs.

Damaged equipment

Damaged equipment or worn equipment needs to be reported to the coach or coordinator. In some cases, worn or damaged equipment may just need to be monitored and more equipment ordered. For example, you may need to let the coordinator know that half the footballs are getting a bit old and losing shape. This way the club can order more footballs for upcoming sessions. In other cases, damaged or worn equipment may create a safety risk. For example, a damaged cricket bat may snap when swung and seriously injure fielders. This equipment needs to be removed and marked for repair or disposal.

Damaged equipment that cannot be used may seriously impact on the session. The coach needs to be made aware of this ASAP. For example, a coach may have planned to play a game of basketball during a training session. If a damaged, unusable ring up one end of the court is discovered the coach will need to replan that component of the session.

Issues with the playing area

You may establish during the set-up that part of the playing area is damaged or unusable. You need to let the coach know about this so that they can readjust their drill. An example of this may be an area of a sporting field that is under water after heavy rain.



Modifications to the drills

During set-up you may have to modify a drill. For example- the coach has a drill set up with hats 60 metres apart. When setting up you realise that there is only room for hats to be set up 40 metres apart. It is important that you let the coach know of the adjustment that you made.

LEARNING TASK 1

Complete the table below by analysing typical equipment requirements and function and safety checks for each of the sports listed. An example has been provided to assist you.

Sport	Typical venue and equipment requirements for session	Typical equipment and venue checks required – List three for each sport
AFL	Open space Footballs Vests/hats Bibs Bump bag	<ul style="list-style-type: none"> • Check for pot-holes • Footballs properly pumped up • No dangerous stitching on bump bag
Basketball		

<p>Netball</p>		
<p>Soccer</p>		
<p>Cricket</p>		

SAMPLE

COACHING COMMUNICATION

Good communication skills are key for any coach. Coaches need to be able to communicate effectively with participants and provide instructions that are clear, concise and most importantly understood. The level of detail provided and the words used will depend on the type of participants involved in the session. How a coach communicates with participants will depend on the type of participants. How a coach communicates with foundation level participants will differ from how he or she communicates with intermediate or advanced level participants and how a coach communicates with adults will differ from how they communicate with young children or those with learning disabilities.

While coaching, a coach will communicate using both their voice (verbal communication) and body language (non-verbal communication). They may also use a whistle or indications such as signs or signals, like lifting one arm in the air and pointing their index finger to indicate that a person playing cricket is out.

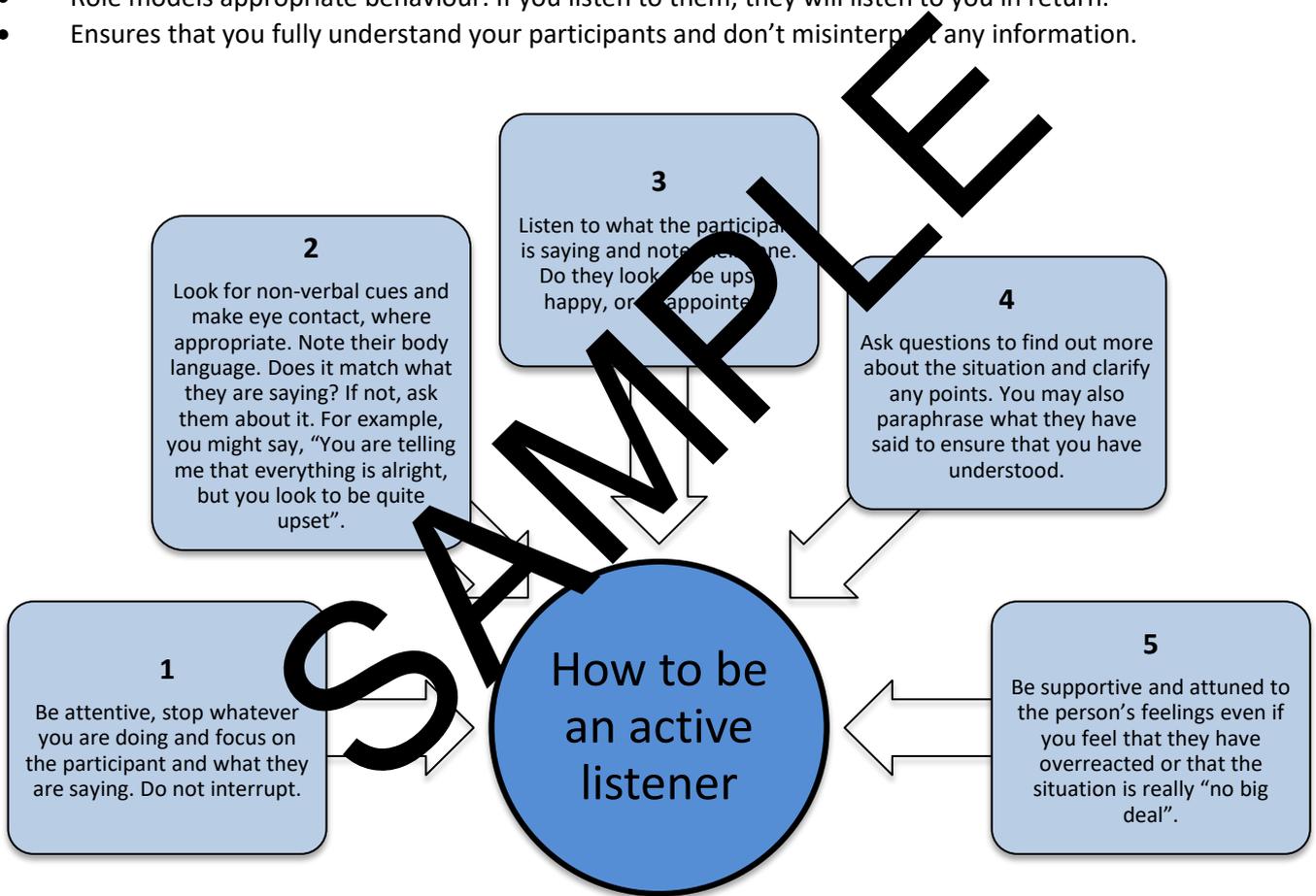
Coaching communication styles that will be adopted when working with foundation level participants include:

Active listening

A coach must actively listen to participants. Active listening is about paying attention and being fully engaged in a conversation. To be an active listener you really need to focus and listen to what a person is really saying, how they are saying it (tone) and any non-verbal cues they may be exhibiting.

As a coach being an active listener:

- Shows your participants that you care about them and that you want to get to know them. Creating rapport and professional relationships.
- Makes participants feel at ease and listened to. This makes participants more likely to come to you with any issues or programs that they may be having. Encouraging more conversation.
- Role models appropriate behaviour. If you listen to them, they will listen to you in return.
- Ensures that you fully understand your participants and don't misinterpret any information.



Instruction and demonstration

Much of the communication that occurs during a coaching session is related to explaining and demonstrating techniques, activities and the safe use of equipment. Instruction includes the words that are used and how a coach speaks when providing the steps required to execute what is required. Demonstration refers to the non-verbal support that a coach uses to show participants to how to perform the skill.

When working with foundation level participants you will need to instruct and demonstrate the safe use of equipment and sport-specific techniques. The aim of any demonstration should be to increase a participant's understanding of the skill and/or the use of equipment by providing them with an accurate model or performance of the skill from which to learn.

In order for a demonstration to be effective the coach should carefully plan it for. It is important to select a method for teaching the skill that is suitable for foundation level participants.

Methods include:

Whole-Part-Whole

This is where the whole skill is demonstrated first to show the participants what the skill looks like when it is performed correctly. Using this method you may even get your participants to attempt to perform the whole skill before you break it down into individual skill components. The skill is then broken down into individual parts which are practiced before attempting the whole skill. This allows for the difficult parts of the skill to be practiced in isolation. This method allows participants to easily see the connection between the individual parts of a skill and the complete skill.

P.A.R Method (Preparation, Action and Recovery)

This is where a skill is broken down immediately into three parts:

- Preparation – How the body moves into position ready to perform the skill.
- Action – The movement required to perform the main part of the skill.
- Recovery – How the body gets back into position after performing the skill. What is the follow-through or how does the body re-balance after the skill has been performed.

Progression method

This is where the skill is broken down and each element learnt 'bit by bit'. This method enables participants to master one component of the skill before moving on to the next. Swimming is a great example of using the progression method. Each stroke is broken down into multiple parts as the participant works towards successfully performing it. In children, this progression can take years.



For example: Learning how to torpedo

- Progression 1: Participant sits on the side of the pool, extends their legs into the water, points their toes and practices kicking with straight legs.
- Progression 2: Participant learns how to kick first using a board (chest is raised on board)
- Progression 3: Participant learns to kick using a board (board held by finger tips in front of them). While their face is in the water blowing bubbles.
- Progression 4: Torpedo positioning – Kicking with arms extended in front of them, one hand on top of the other, supported by instructor.
- Progression 5: Whole skill Torpedo is attempted.

When providing a demonstration irrespective of which method you have chosen it is important to ensure that all participants can see it. Eliminate distractions and ensure that your participants are not facing the sun, impacting their ability to gain a clear view of your demonstration. Remember also to provide different views of the skill and provide both left and right-handed demonstrations. If the skill is too complex and, you as the coach are not able to perform it you should provide appropriate video footage of the skill or have a more accomplished participant maybe from an intermediate or senior level demonstrate the skill for your participants.

Once you have chosen a suitable method for teaching the skill or components of a skill you should provide instruction and a demonstration of how to perform it. There are a number of different ways in which a coach can choose to do this, the I.D.E.A technique is one way.

The I.D.E.A instructional technique provides participants with a demonstration and explanation of how to perform the skill, while also allowing them an opportunity to practice the skill under the supervision and guidance of the coach. This technique can also be used for instructing and demonstrating any skills, drill or task.

Introduce the skill

- The coach introduces the skill. Depending on the skill the coach may explain how it connects or builds on other skills already developed.

Demonstrate the skill

- Demonstrate correct technique of the skill a number of times
- Slow down the skill if possible
- Show the skill from a number of view points and both sides of the body if unilateral
- Repeat the skill

Explain the skill

- Demonstrate the skill again while explaining in no more than 3-5 main points. You should pre-plan these points and document them on your session plan. Emphasize the important of specific words in your instruction by raising your voice. Ensure that your instructions are simple and avoid using any jargon. You could also use key words or phrases to remember each step.
- For example: To shoot a basketball you would say:
 - 1. PREPARE - Feet shoulder width apart. Knees bent. Hold ball comfortably between your waist and chin.
 - 2. ELBOWS - Raise your elbows to a 90 degree angle. One hand under the ball, other on the side to support it.
 - 3. EYES - With your eye on the hoop, begin to straighten your legs, raise arms and extend your elbow towards the hoop.
 - 4. FOLLOW THROUGH AND FLICK - When your arms are at full extension, flick your wrist to create backspin and send the ball to the hoop and follow through.

Attend to the participant practicing the skill

- Have the participants practice the skill and observe their technique
- Provide constructive feedback to assist them to execute the skill correctly

Open and closed questions

Using probing (open) questions is also a great way to communicate and find out more about your participants and in turn coach them more effectively. Effective questioning is important for good communication and asking the right questions will improve the quality of the coaching that you are able to provide to your foundation level participants. Asking questions is also a great way to build rapport with your participants and begin to develop a professional relationship.

Probing (open) questions do not have a fixed end point. These type of questions usually begin with one of: ‘who’, ‘what’, ‘when’, ‘where’, ‘why’ and ‘how’. They encourage continued conversation, as they require a more in depth, lengthy response. Probing questions should allow for multiple responses and requires more than a ‘yes’ or ‘no’ answer (closed question). Good probing questions should encourage participants to consider the perspectives of others including their teammates and opponents and create more questions on the back of the initial one. For example, what did you think of the dribbling drill in today’s coaching session?

LEARNING TASK 2

Read each of the following questions. Determine if they are open or closed questions by placing a tick in the allocated box.

Questions	Open	Closed
1. Did you enjoy the session?		
2. Will you come back and play again?		
3. What did you like best about the coaching session?		
4. What did you learn from the session?		
5. How did you find the facilities and equipment that you used during the session?		
6. What skill did you find most difficult to learn?		
7. Did you make any new friends?		
8. Will you participate in the coaching session again in the future?		
9. Did you feel safe during the session?		
10. What drill did you enjoy most?		
11. Did you achieve the goals that you set for yourself at the beginning of the session?		
12. What improvements would you suggest could be made to future sessions?		
13. Did you feel challenged during the session?		
14. Did you feel that the session was pitched at the right level for all participants involved in the session?		
15. Did you understand all of the instructions during the session?		

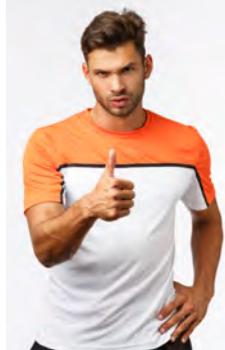
Non-verbal communication

Non-verbal communication is how a person communicates without speaking. Non-verbal communication refers to any facial expressions, body movements, posture and eye contact. A coach may utilise non-verbal cues to communicate with their participants when they are too far away to provide verbal feedback without shouting or where they are playing in a game where coaching during play is not allowed like in tennis. A coach may use a number of non-verbal cues to indicate how they feel about a participant’s performance. For example, they might nod to indicate that a particular skill was done well or simply bow their head and shake it from side to side when it has been done incorrectly.

When using non-verbal communications it is important to be aware that participants from different cultures may misinterpret certain gestures as rude or disrespectful. For example, during a coaching session a coach may give a participant the “thumbs up” to indicate that they are doing a good job or have done something right. In some cultures this simple gesture has the meaning “up yours” which is disrespectful and offensive. Another example is curling the index finger with palm facing up which in Australia can indicate that you want someone to come to you or to come closer. However, in many Asian countries this is seen as a gesture reserved for beckoning dogs. In the Philippines this gesture is punishable by arrest. Indigenous participants may also avoid looking a coach directly in the eye as it is considered disrespectful in their culture to look an elder (someone who is older than you) directly in the eye. In this situation it is important to recognise that they are listening and are simply showing you that they respect you.

A coach’s appearance can also convey how they are feeling and their motivation levels. A coach’s clothing, level of personal grooming and cleanliness can speak volumes about the level of respect they have for participants and their role as a coach. As a coach it is important that your verbal and non-verbal communications match. This makes your communication clear and easier for your participants to understand and prevents miscommunication. For example, if a coach tells a group of participants that they have done a good job, he or she should look pleased. Their head should be up, they should be smiling and look genuinely happy. Alternatively, if the coach says that the participants did a great job and then turns away from the group, with their head down looking disappointed it sends the group a message that their coach in truth is not happy with their performance. There is a widely believed theory that quantifies how much meaning is communicated via verbal and non-verbal communication methods. The 7-38-55 rule was created by Albert Mehrabian, who stated that 7% of communication is verbal, 38% was tone of voice and 55% is body language. Therefore, what we actually say is nowhere near as important as how we say it.

Examine the following pictures. How do you think the coach is feeling?



Giving and receiving feedback

An important element of a coach's role is to give feedback. How a coach does this and the words that they choose are very important. They can encourage or discourage, increase confidence or shatter it and improve a participant's understanding or make them more confused. **Feedback should always be given to foundation level participants to encourage positive interaction and participation.**

Constructive feedback is an essential part of being a coach, however, when providing it it is important that it is positive and corrective feedback delivered in the right way to enable the participant to improve their performance.

Feedback should always be clear and concise ensuring that you do not overload the participant with too much feedback. If the participant has done a number of things incorrectly concentrate on one or two, allow the participant to get those right first before providing more feedback. If not, the participant may feel overwhelmed and as if they can't get anything right. This could completely diminish their confidence and cause them to not want to participate at all.

The **Sandwich feedback technique** is commonly used by coaches as the best method to provide feedback to foundation level participants. This method is an effective way to assist participants to improve their skills while still maintaining confidence. The sandwich method involves giving a participant a compliment, i.e. something they are doing well, offering some constructive feedback or correction action and then following this up with another compliment or positive element of their effort or performance.

For example, when boxing as a warm-up activity with a participant, you want them to rotate their wrist around to hit the pad as opposed to using a straight arm, you might say:

1. **Compliment** "your footwork set up for the cross punch, great"
2. **Correction** "now you need to focus on rotating your wrist like a corkscrew so your knuckles all make contact with the pad"
3. **Compliment** "you are developing heaps more power with every session"

SAMPLE

LEARNING TASK 3

Imagine you are a coach. You identify the following issues or problems with a participant’s performance and want to offer constructive feedback. Using the ‘Sandwich feedback technique’, write a script for what you would say to the participant to provide feedback.

If you are unfamiliar with the sport you may need to conduct some research.

1. When serving Tony is not making contact with the ball when his body is at full extension, this is causing him to fault quite often. (Tennis)

Compliment	
Correction	
Compliment	

2. Laney is a Goal Keeper (GK) she is being penalised multiple times during a game for putting up her hand to defend before she is the required 3 feet from her opponent. (Netball)

Compliment	
Correction	
Compliment	

3. Liam is dropping the football onto his foot instead of guiding it down to his foot. This is causing the ball to shoot off in a range of different directions affecting his accuracy and ability to hit the target. (Australian Rules Football)

Compliment	
Correction	
Compliment	

4. Beth keeps kicking the soccer ball with her toes instead of the inside of her dominant foot.

Compliment	
Correction	
Compliment	

5. Wendy is not putting her chin to chest when preparing to dive into the pool. (Swimming)

Compliment	
Correction	
Compliment	

SAMPLE

Terminology and language

As mentioned previously it is important that a coach's communication is clear and concise. The language used should be simple and easy to understand. Do not over complicate things as this causes misinterpretation and confusion. If you need to use technical language or specific terminology you should only do so if you are 100% sure that every participant knows what it means.

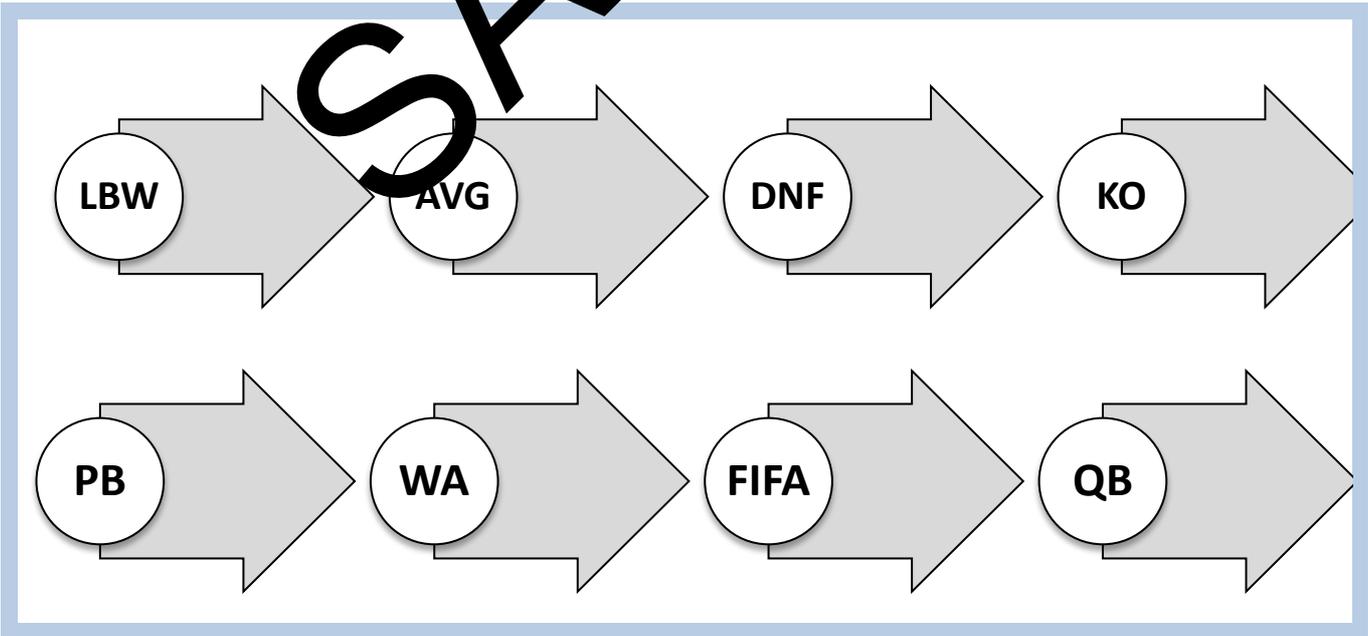
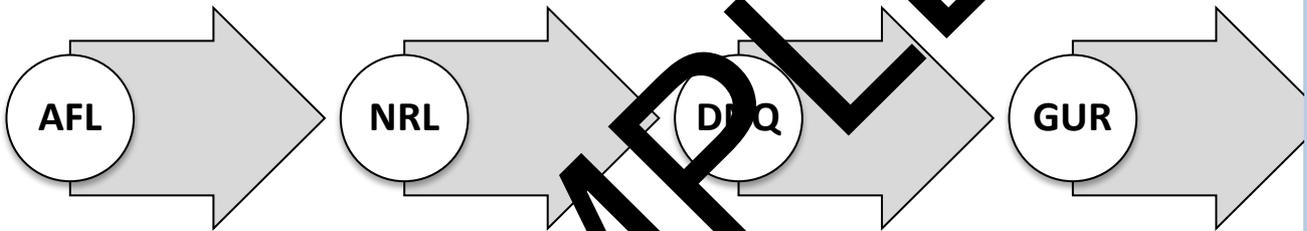
As a coach consider:

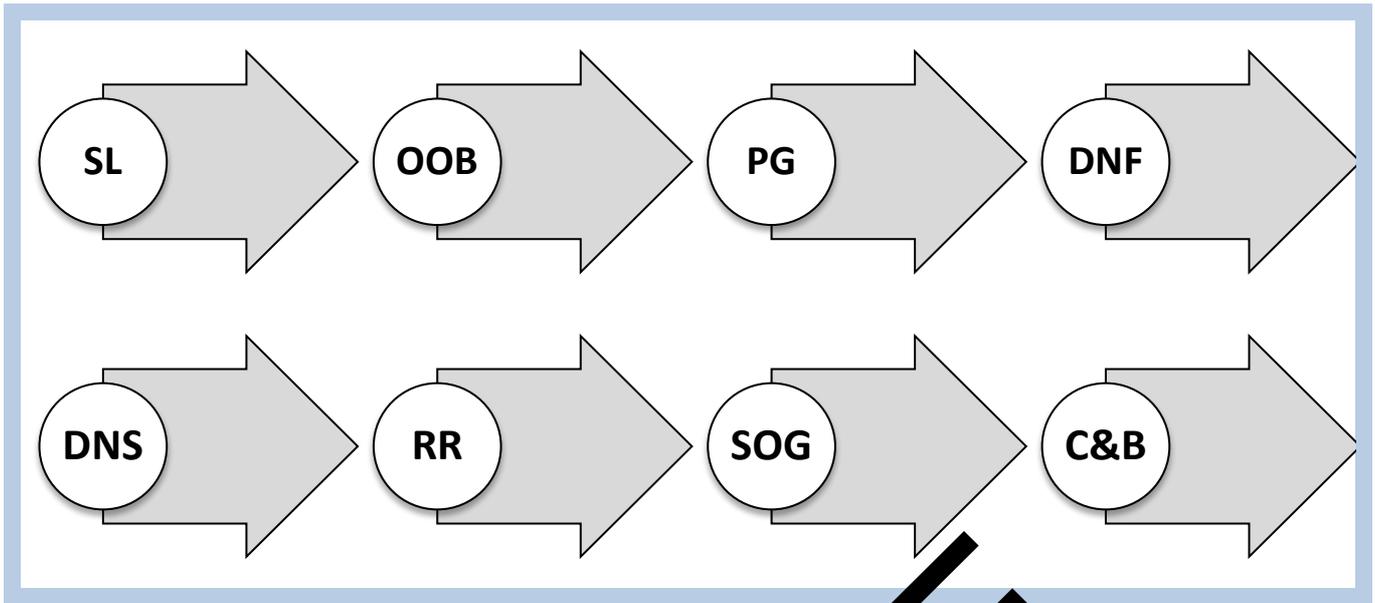
- Planning for your instructions – consider the words you will use when providing an explanation and ensure that they are suitable for your participants. Write down each instruction and then consider if you could say it in a simpler way. For example instead of saying: "I am now going to show you a skill. Listen, watch and then tell me what the skill is and when you would use it", you could say "Watch the skill, what is it called and when would you use it?"
- The speed of your language delivery. If needed slow it down and pause on occasion to let your participants take in what you have just said and understand it.
- Do the participants need all of the instruction at once or can you break it down into smaller parts to make it easier to understand? If possible provide one set of instructions then, have the participants practice it, then reconvene a few minutes later to explain the next part. For example, if you were providing an explanation of the five passes in netball (i.e. chest, bounce, lob, overhead and shoulder pass) you could explain one pass then have the participants practice before instructing the next one and so on and so on.

- The importance of being explicit. If you want your participants to do something, make it an instruction. Don't just assume that certain elements are obvious and that participants will automatically do them, especially if you are coaching young children.
- Not starting your explanation until you have everyone's attention and you are confident that they are all listening. Eliminate any distractions, for example if participants are holding balls from the warm-up or previous activity ask them to put them down on the ground to avoid them fidgeting with them during your explanation.

LEARNING TASK 4

Consider each of the following abbreviations that are used for specific sports. Have a go at interpreting each one and what sport they are used in. If there are any that you are unfamiliar with conduct research to decipher them.





Language considerations for different age groups

How old your participants are may influence the language that you use when you speak to them. When working with young children aged 3 to 5 it is important to be aware that developmentally they are unable to process and follow any more than three-part instructions. Whereas an older child or adult will be able to follow multi-step instructions.

When working with children it can be helpful to identify any words that they may not be familiar with which are part of your instructions and decode them by providing their meaning. For example, when playing badminton with a group of 10-year-olds you might refer to the base point, you could provide an explanation that the base is another word for center.



Tone and level of voice

Tone is how your voice makes a person feel when they are listening to you speak. A participant can simply decide that they trust a coach or believe that they are professional and knowledgeable about their sport simply by their tone of voice. Your tone can be affected by your level of voice which encompasses the pitch, pace, volume and timbre.

- **Pitch** is how your voice varies from low to high when you speak (inflections). You may hear people sometimes describe another person’s voice as monotonous (or monotone) this is referring to their pitch being constant at one level and not fluctuating from high to low as it should when we speak to create interest. When a person’s pitch is too high it can indicate that they are unsure of themselves and what they are speaking about. As we speak our pitch should vary.

- **Pace** is the speed at which a person speaks. It is important to have a steady pace when providing instruction and speaking with participants. Too fast and they may not understand what they need to do and too slow and they may get bored and tune out to what you are saying. Speaking too slowly can also be viewed as demeaning. As a general rule when talking to a group of participants, a coach should speak at half the speed as they would normally talk so that everyone can understand them.
- **Volume** refers to how loud or quietly you speak. As a coach it is often beneficial to have the ability to speak loudly to engage a large group or team of participants. Volume can also be used to emphasize certain words or points that are important. For example, when providing coaching instruction for how to shoot a basketball a coach might make the volume higher as they emphasize that participants need to **FLICK** their wrist when their arms reach full extension.
- **Timbre** is the emotional quality in a person's voice. It tells a person how you are feeling and your attitude towards the situation. A person, often without consciously doing it, can make their timbre sound frustrated, upset, happy or excited. When a person says that the coach was harsh in their feedback, they are describing the coach's timbre as harsh. Other ways to describe timbre may be bright, dark, brassy, raspy, shrill and melodic.



SAFE PARTICIPATION REQUIREMENTS

When participating in sports activities it is important that all participants are aware of and adhere to any safety requirements. The safety of participants should be the highest priority for all coaches and it is their responsibility to ensure that all safety requirements are followed. Coaches should lead by example when it comes to adhering to safety requirements and follow the same rules that participants are expected to. For example, if it is a requirement that junior participants wear hats and sunscreen when fielding in cricket the coach should do the same.

While most sports will have their own sport-specific safety requirements there are a number of key requirements, which are common to all sports, these include:

Obeying the rules

Obeying the rules is a simple concept, however, it does require a coach to make these rules clear to participants, uphold and, where required enforce them. These include sport-specific rules as well as rules relating to sportsmanship, ensuring that everyone is treated fairly and respectfully. A coach needs to set the tone for a group and create a supportive and inclusive sporting environment. A good coach can create respectful, honest players who are gracious both when they win and when they are defeated. A good way to do this would be to create a set of ground rules for the individual participant or team which they will obey alongside the rules of the game or sport. If these ground rules are done in a collaborative way they are more likely to obey them and be more accountable for their actions as they strive to obey the rules set.

Use of protective equipment

The use of protective equipment is an important safety requirement of sports participation. For some sports the use of protective equipment is compulsory, whereas for others it is highly encouraged. As a coach you will need to determine what you feel is necessary for the safety of your participants and where protective equipment is suggested you may make it compulsory for your group to further protect themselves and ensure their safety. Protective equipment can be categorised as **individual equipment** (compulsory and non-compulsory) and **protective equipment not worn by players**. Individual equipment is that which is worn by the player. This includes things such as helmets, pads, mouthguards and facemasks. Equipment not worn by players includes things like mats to land on in gymnastics, padding around goal posts and soft balls that may be used for indoor sports or sports for children.



Where participants use individualised equipment it is important to ensure that the equipment fit is appropriate, as ill-fitting protective equipment can be just as dangerous as no equipment at all. For example, in Victoria cyclists must by law wear a helmet. The helmet must be securely fitted and fastened and must display the mark of compliance with the Australian standard and the symbol of an accredited company.

This equipment is specifically designed to protect players from injury and its use should be enforced or encouraged, depending on the type of equipment and whether or not it is compulsory. Under no circumstances should a coach allow participants to take part in a session without the required protective equipment.

Before taking part in a coaching session a coach should take the time to examine each participant's equipment. They should check:

- the protective equipment fits properly
- the protective equipment is well maintained and there is no visible damage or wear and tear. For example, if inspecting a helmet are there any cracks or frayed straps?
- If the equipment is specific for the individual using it, is it the right size or suitable for the age of the participant?
- If the equipment is hygienic for use. Has it been appropriately cleaned or washed since it was last used, if applicable?
- If the equipment being used is within the manufacturer's guidelines.

Hydration

Hydration through the consumption of fluids during sports participation is extremely important and if not done at regular intervals can be a major safety concern. Drinking water maintains body temperature and blood volume. When a person exercises they sweat, this is the body's response as it tries to cool itself down. This sweating results in a loss of fluid from the body which needs to be replaced. If this doesn't occur a person can become dehydrated. Dehydration can impact physical performance through the loss of energy, physical and mental performance. As a coach you may observe participants subject to a loss of concentration and poor decision making, skill execution and fatigue. If participants do not hydrate regularly they risk dehydration which can lead to headaches, vomiting, diarrhoea and nausea. It is unlikely to experience a severe case of dehydration in a sporting context, however, it is important to note that severe dehydration causes vital organs to begin shutting down including the kidneys, heart and brain which if not treated can result in death.

As a coach it is your responsibility to encourage and support regular breaks or rest intervals where hydration can occur. Depending on the sport or activity being conducted this may need to fit into the timing of the game, match or competition. For example, if playing netball hydration can only occur at each of the quarter breaks, whereas football players can hydrate at anytime during the game, generally after a goal has been scored and the team is

running back to the centre to re-start play. Where a coach needs to work hydration into game breaks it is important that every player has a drink in hand before he addresses the group and provides coaching instruction.

With foundation level participants it is not vital that you monitor individual players' sweat rates as you would at the more professional level. A coach should simply encourage players to have a small amount of water every 15 to 20 minutes with the aim of drinking 500 to 600mls an hour. For foundation level participants water is the best option, this is especially true for children. The use of sports drinks is unnecessary unless engaging in high intensity competitions as the consumption of sports drinks has been linked with weight gain due to the high amount of carbohydrates (sugar) they contain.

LEARNING TASK 5

Match each of the following protective equipment with the sport that it is used for.

American Football

Bike Riding

Motor Cross

Skating

Fencing

Boxing

Cricket



Soccer

Archery

AFL

Rock Climbing

Baseball

CONFIRM PARTICIPANT UNDERSTANDING

When communicating sport-specific session activity instructions and safe participation requirements it is important that a coach confirms that their instructions have been understood. It should never be assumed that your participants have heard and understood you. You should always check. There are a few ways to confirm or clarify participant understanding, you could:

- Ask clarifying questions – Clarifying questions are useful to check that the person’s understanding is correct. Ask specific questions about what you have just explained or demonstrated. Avoid simply asking “do you understand?” as most participants will simply nod or say yes as they don’t want to be the one to speak up if they didn’t understand. Instead ask specific questions, for example, “what do you need to do once you plant your foot on the ground?” Asking a few specific questions will enable you to quickly determine if your participants were listening and have understood.
- Paraphrase or summarise – Ask a participant to paraphrase or summarise what you have just said or explained.

SAMPLE

SUMMARY QUESTIONS SET A

1. Provide a brief description of a head coach, assistant coach and foundation level participants.
2. Outline three responsibilities of a coach during pre-season, during a session and post session.
3. Outline three important elements of a session plan and outline what should be included as part of each section.
4. Outline four elements that you may need to set up prior to a coaching session.
5. Identify three important elements to remember when setting up for a session.
6. Outline three issues you may encounter that you would need to report to the head coach when setting up for a session.
7. As a coach why is it important to be an active listener?
8. Outline three ways a coach can ensure they are actively listening to their participants.
9. Outline three methods that can be used to teach skills to participants.
10. Choose a sport skill and explain how you could use one of the methods outlined in question 9 to teach it.
11. Describe the I.D.E.A instructional technique.
12. Describe the difference between an open and closed question and provide an example of each.
13. Outline three elements of non-verbal communication.
14. As a coach why is it important that your verbal and non-verbal communications match?
15. Outline a good technique that can be used by a coach to provide feedback to a participant.
16. Using this technique create a script for providing feedback to a participant on a skill of your choice.
17. Suggest three tips you would give to a coach to ensure that their language and communication is always clear.
18. When should technical language be used by a coach?
19. Why is it important that a coach considers the language that they use when working with different age groups?
20. Briefly outline the four elements of tone.
21. Suggest how a coach could use tone and the level of the voice to emphasise elements of their instruction.
22. How can a coach ensure that all participants obey the rules?
23. Why is it important that participants wear the required protective equipment when participating in coaching sessions or games?
24. Provide two examples of individual equipment and equipment not worn by players.

BEHAVIOURAL STANDARDS - COACHES

As a coach you are required to adhere to behavioral standards in the way that you conduct yourself, your role and your responsibilities. Your participants should also be asked to do the same. Coaches should always conduct themselves in a respectable and ethical manner and set an example by role modeling. If you want your participants to be kind and respectful towards the opposition players you should do the same and role model this behaviour by shaking hands with the opposition coach and wishing them good luck before the start of the game.

As a coach you will be required to deal with a range of serious issues including cheating, discrimination, harassment, unsportsman-like behaviour and bullying. When doing so it is important that you are professional and maintain integrity. The Australian Sports Commission has a standard Coaches *Code of Conduct* to ensure that all coaches no matter the sport or activity they coach, act in an appropriate way and uphold the ASC Values of respect, integrity, teamwork and excellence. Coaches are required to sign on to the Code of Conduct as part of their NCAS (National Coaching Accreditation Scheme) accreditation through their National Sporting Organisation (NSO).

Many National Sporting Organisations (NSO) will also have their own Code of Conduct (Behaviour) that is specific to their sport. Coaches will also need to comply with and uphold this code as well as the ASC standards. When working with children coaches will also need to meet additional requirements. Under the Working with Children Act 2005 coaches will be required to hold a current Working with Children Check (WCC). This check protects and promotes the safety and wellbeing of children and young people. Coaches will also need to ensure that anyone assisting them in their coaching role such as other coaches, equipment managers, sports trainers, volunteers and parents also hold a Working With Children Check.

Behaviours that are expected of an assistant coach include:

Promoting positive interaction and participation

Positive interactions create cooperative and collaborative team environments that foster growth and development, especially in young children. When coaching it is important that participants get along and work well together. This can either create a positive or negative experience for individual participants that can affect their feelings towards physical activity, sport and being part of a team in the future. As a coach or assistant coach it is your responsibility to foster an inclusive sporting environment where participants support one another and celebrate each person's achievements. While it is inevitable that there will be an element of competition amongst participants, especially when it comes to team selection it is a coach's role to make sure that it is healthy competition, which motivates participants, and does not discourage them when they are pitted against each other. To promote positive interactions and participation a coach needs to ensure that all participants are respectful and fair through encouraging good sportsmanship.

Using acceptable language

As a coach you are a role model. This is especially true when working with children. It is important that you are professional in your interactions, always using language that is acceptable. At no time should you use offensive language or obscenities. Swearing at or around participants is unacceptable and demonstrates ignorance of language, i.e. you are not capable of finding the right words to express yourself so instead you swear to stress a point or to appear tough. As a role model you should speak to your participants, as you would like them to speak to you. Using the right language can also create a positive team culture. Using inclusive words like "we" is a great way to show a group that you are with them and that you are all working together towards a common goal.



Arriving on time

You should always be on time for sessions, in fact, you should always be early. As an assistant coach it is important that you arrive before your participants to prepare your session, organise and set up equipment and drills as required. Once your participants begin to arrive you should have completed your set-up and be available to greet them and their parents or guardians. It is important that you make yourself available in the event that a participant or parent wants to speak to you about something. Maybe they have an injury or medical condition that they need to make you aware of, they may have potentially left a piece of equipment at home and need to inform you or maybe they have questions about an upcoming tournament or game or their progress and skill development.



Using self-reflection to identify areas for improvement

It is important to take the time for self-reflection at the conclusion of each session. You should consider what worked well during the session and what didn't. Reflect on anything that you could do to improve your performance as an assistant coach and in turn the performance of your participants. Self-reflection is about taking an honest look at your performance, process it and identify areas for improvement. There are a number of ways that you could do this effectively. Creating a diary or journal entry is a great way to self-reflect. You write down the strengths and weakness of your performance and from this build a set of goals, or focus areas to improve future sessions.

LEARNING TASK 6

Using the internet search a range of ISCO coaches Code of Behaviour or Ethics. Review at least three and highlight 8 to 10 elements that are consistent across the codes. Reference the codes that you reviewed.

Codes reviewed:

1.	2.	3.
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Code elements:

1.	2.
3.	4.
5.	6.
7.	8.
9.	10.

BEHAVIOURAL STANDARDS - PARTICIPANTS

Most National Sporting Organisations (NSOs) will also have behavioural standards for participants. It is a coach’s job to **communicate these standards to their participants** and ensure that they follow them. Where the participants are young children it is a coach’s job to simplify the standards so that they can be understood. For example, if the standards say ‘Show courtesy, consideration and respect for each other a coach may communicate this standard as ‘be nice and kind’ to each other.

Where a participant or group of participants exhibit poor behaviour not in line with the expected behavioural standards, you as the coach will need to **address the poor behaviour within your own job role**. Where **difficulties arise that are outside of your own job responsibilities you should seek the support of a supervisor**.

How best to address participants poor behaviour will depend on the type and age of the participant or participants involved and the seriousness of the behaviour. When working with young children it can be beneficial to involve parents or guardians in the conversation. Your relevant NSO may have specific procedures for dealing with poor participant behaviour, if this is the case it is important that you are aware of these and can implement a solution as required.

When discussing poor behaviour with a participant it is important to choose the right moment to do so. If it is of a serious nature this may be immediate, whereas, if it is something that can wait, it may be better to have the conversation at the conclusion of the training session or during a drinks break. When discussing poor behaviour it is important to be clear and firm. Highlight the issue and why it is not acceptable and will not be tolerated. Depending on the behaviour, an initial conversation with the participant may serve as a warning that if the behaviour continues they will be removed from participating in the session or will be required to sit a time-out. Where you warn of a consequence it is important that you follow-through.

Do’s and Don’ts for addressing poor behaviour



- Be calm and cool
- Be neutral and unbiased
- Time your discussion, where possible
- Provide a warning
- Apply consequences
- Always follow through

- Be overly confrontational
- Be aggressive or harsh
- Raise your voice unnecessarily
- Issue threats (instead provide non-threatening warnings)

PRESENT, SEQUENCE AND PACE YOUR SESSION

When presenting your session to participants it is important to consider the ordering of drills, activities or games. While your session will have a clear warm-up and cool-down phase, you will need to determine how best to present your main content. The main content of a session is where you really tackle the aim or objective of your session. For example, if the aim of the session is to work on participant’s agility your main content phase could include a series of tag games or drills that require participants to weave in and out of cones set up in different formations, like an obstacle course.



Sequencing refers to arranging something in a particular order. In this case the drills, activities or games that will be part of your session. Using the previous example, when sequencing agility drills, activities or games it is important to present them in an order that allows participants to be gradually challenged. They should be sequenced based on their level of difficulty from easy to hard.

When teaching skills it is also important that you correctly sequence them. Ensure that your instructional steps and demonstration clearly identifies the correct order in which to perform the skills.

As well as ensuring that your session is presented and sequenced correctly it is also important to consider the pace. That is how quickly you move through each of the drills, activities or games. While it is always good to plan more tasks than required as part of a session plan it doesn't mean that you have to get through everything. It is also important to be flexible if the participants are enjoying a particular task and their abilities seem to be starting to be more consistent, it can be beneficial to let them continue the task.

As a coach it is important to be prepared and really think about your session plan and how best to present, sequence and pace your session activities while also being flexible in response to the needs of your participants.

LEARNING TASK 7

Correctly sequence each of the following sports skills by numbering the boxes with number 1 indicating the first step.

Kicking a soccer ball

- Strike the ball with the laces of your shoe
- Draw back your kicking leg
- Position your body at the target
- Keep your eye on the ball
- Follow through
- Plant your non-dominant foot next to the ball



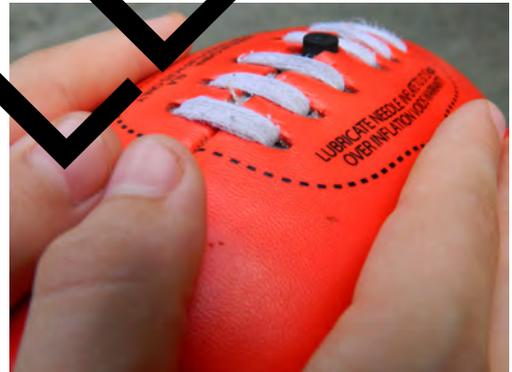
Shooting a netball

- Bend your knees and elbows at the same time
- Steady the ball with your non-dominant hand
- Stand with hips and feet shoulder width apart
- Focus on the goal
- Place dominant hand behind and under the ball, use your fingertips to cradle the ball
- Stretch your arms over your head, elbows near your forehead
- Push up and release the ball



Kicking a football (AFL)

- Drop the ball as close to your foot as you can
- Hold the ball over the thigh of your kicking leg
- Guide the ball onto your foot with one hand
- With a firm foot kick the ball with your boot laces
- Hands evenly spread on either side of the football
- Position your head over the footy
- Watch the ball hit your foot
- Position your body to line up with your target
- Fully extend your leg, point your toe and follow through towards your target



Bowling a cricket ball

- Bend your elbow, extend it away from your body as you begin your run-up
- Drop your elbow and plant your bowling leg
- Grip the ball with your index and middle fingers resting on top of the seam with thumb underneath
- Shift your weight to your lead leg, thrusting your bowling shoulder forward
- Turn from the waist and lean back so that your bowling shoulder is behind you.
- Swing your arm
- Snap your wrist
- Release the ball and follow through



SAMPLE

COMPLETE SESSION

When completing a session with foundation level participants it is important to seek feedback, describe any plans for future sessions, check equipment for any signs of wear and tear and pack up any equipment, resources and refreshments used during the session.

Seek feedback

After completing your session with foundation level participants it is important that you seek feedback to identify further coaching needs and report them to your supervisor. Feedback after a session is important so that you can gauge how the session went and if it was successful. This information will enable you to determine if any changes should be made for future sessions as well as identify any potential areas for improvement. Feedback can be provided formally and informally. Informal feedback can include observations and face-to-face conversations. For example, you could simply ask participants what they enjoyed about the session and if anything could be done better. This is a good informal way to gain feedback. Formal feedback could involve the use of a questionnaire, survey or set of interview questions. This is a great way to evaluate a number of aspects of the session including the session environment, equipment used and the drills, activities and games conducted.

Participant retention rates are also a great way to determine if participants are enjoying the session/s. If a participant doesn't attend a session it is a good idea to follow up and find out why. Most often it will be because they were unwell or had something else on. However, in the case they are not enjoying the sessions and have decided to cease participating you can find out why and ask them to reconsider giving the sessions another go and use this as an opportunity to act on the feedback provided to you to make changes to your sessions.

Individual participants may provide feedback, which can be used to identify their further coaching needs. For example, a participant may highlight that they are having trouble completing a particular skill. They may require you to try another approach to teaching the skill, to break it down further and enable them to better understand it or grasp the concept. Feedback should not be viewed as a criticism but as an opportunity to make improvements and further meet the coaching needs of your foundation level participants.

Plans for follow-up sessions

At the conclusion of a session it is important to describe any plans that you have for follow-up sessions, as directed by your supervisor. Provide information about the session or sessions and what will be covered and whom they would be best suited to. You should also provide them with information about when and where the session will take place and how much it will cost. When working with children it may be best to provide them with a flyer or handout with all of the important information so that they can give it to a parent or guardian when they tell them about the session.

LEARNING TASK 8

Create a handout or flyer that you could give to participants after a coaching session to inform them of an upcoming school holiday coaching camp. You will need to design and create all of the information needed about the camp to include on the handout or flyer. Remember to include all the necessary information, i.e. what the camp is about, when, where and what time it is running as well as any information about costs and what participants will need to bring with them.



Check equipment

As a coach you are responsible for ensuring that the equipment that is used during your session is safe. All equipment should be checked for wear and tear, damage and deterioration prior to a session taking place. This equipment should then be checked again at a session's conclusion.

You can inspect for wear and tear, damage and deterioration by conducting a visual inspection of each piece of equipment. Look for anything that is out of place or not 'normal', look for broken stitching, frayed edges, breaks, cracks or anything else that may be signs of wear and tear. Some equipment manufacturers, depending on the type of equipment, may provide a wear and tear guide which indicates what is considered to be acceptable wear and tear and what is not acceptable. For example, discolouration or staining of an upholstered bench would be acceptable whereas cuts, rips or tears are not.

You should also feel each piece of equipment. Does it feel stable? Run your hand over it, are there any sharp edges or rough patches? Depending on the type of equipment you can also check it for useability. For example, a tennis coach might have a quick hit using each racket to determine if a racket requires re-stringing for his or her next coaching session.

Where possible you should complete any minor repairs or report any major damage or deterioration that may affect its use in the future. Any damaged equipment unfit for use should not be returned to normal storage areas, unless it has been clearly isolated and marked that it is not fit for use.



Pack up

At the conclusion of each coaching session a coach must pack up all sport-specific equipment, resources and refreshments according to organisational policies and procedures. If you have hired the venue or facility to conduct your session it is imperative that you follow all requirements and leave the area suitable for immediate future use.

You are responsible for ensuring that the venue or facility used is left exactly the way you found it. That means picking up any rubbish that is left behind and putting things back where you found them. It is also important that you check any of the amenities used such as toilets and kitchens to ensure that they are clean. Where there is equipment to be replaced such as tables and chairs in a bingo hall, it is a good idea to take photos before setting up your session, so that you can put things back exactly, or close to where you found them.

All equipment should be packed up and stored appropriately ensuring that everything was returned to its initial location.



You should enlist the help of your participants where possible to assist with packing up equipment and cleaning up the playing area. Ask participants to collect balls and bands or pick up and stack cones. Getting them to assist creates responsibility and ownership.

When packing up it is important to be calm and organised. When packing up an activity, it can be chaotic, especially when a large number of people are involved. If this is the case it may be best to stand back while the packing up is occurring and supervise those involved to ensure they are packing up correctly, effectively and most importantly safely.

In order to pack up safely you should instruct those involved:

- Not to run – It is important to move slowly. If walking backwards out of a space or turning around while holding equipment instruct those involved to ensure that they look around to check that no one is in the way before they begin to move.
- Not to rush – Take your time and ensure that you pack up all equipment with care. Rushing can potentially cause injury and/or damage pieces of equipment.
- To get help for heavy and awkward pieces of equipment – Equipment like goals and goal posts can be awkward to lift and maneuver, it is important to get help. Ensure also that the participants involved have a clear run to the storage area and that there are no obvious hazards that could cause a potential problem. It can also be helpful to communicate with everyone involved in moving the piece of equipment and be clear about how you will lift it and the path that you will take to get the equipment to the storage area. This way there is no confusion and the equipment is not held for longer than it needs to be.
- Stack items safely – Where there are a number of pieces of equipment to be stored it is important that they are stacked safely. Do not pile items too high causing the stack to be unstable.

SAMPLE

SUMMARY QUESTIONS SET B

1. Before a coaching session begins what should a coach do to ensure that participants have appropriate protective equipment? Suggest three things.
2. Why is hydration important and how often should participants be encouraged to drink during a session or game?
3. Suggest two ways you could confirm that participants have understood your instructions.
4. As a coach what behavioural standards must you uphold?
5. As a coach working with children what is required by law?
6. How can a coach promote positive interaction and participation?
7. Why is it important that a coach use acceptable language?
8. Provide an example of how using the right language can create positive team culture.
9. Why is it important that a coach conducts a self-reflection after a session or game and how could this be done?
10. Why is it important that a coach arrives on time for sessions?
11. Suggest three behavioural standards that a coach may expect of participants.
12. As an assistant coach what should you do where difficulties arise with regards to participant behaviour?
13. Outline three do's and don'ts for addressing poor participant behaviour.
14. What is sequencing and why is it important to a coaching session?
15. What is pace and why is it important to a coaching session?
16. List four things that you should do when completing a session.
17. How might you seek feedback from participants and why is it important?
18. Suggest three pieces of information you should provide to participants about follow-up sessions.
19. Why is it important that you check equipment at the conclusion of the session and suggest two ways you could do this?
20. Outline three important things that should be considered when packing up after a session.
21. Suggest two pieces of advice you should give to participants to ensure that all equipment is packed up safely at the conclusion of the session.

REVIEW SESSIONS

It is important for all coaches and assistant coaches to review sessions. This should include a review of:

The drills and activities

At the end of a session you should review the effectiveness of the activities and drills that were conducted. You may conclude that the activity did not work as well as you planned and modify it for next session. An example may be a football drill that involves kicking. You found that during the drill the player was forced to kick over too short a distance by the time they marked the ball. For future sessions you will increase the distance of the kicks by spreading the witches hats further apart.

You may find that the drill was not effective at all and you may decide to not use the activity again. Other drills/activities may have worked well. This may lead you and the coach to include the drill more often in sessions.

Your performance as a coach/ assistant coach

You should review your performance as an assistant coach. This may include factors such as communication and instructions, time management, group management and motivation. A big part of your performance review as a coach should involve establishing areas for improvement. For example, an activity did not run as well as you hoped and you feel it was partly to do with your instruction. The drill involved running and passing a soccer ball in groups of five. You explained the drill without a walkthrough demonstration by the players. The players were confused and made mistakes for most of the drill. You decide that next time you introduce the drill you will perform a demonstration in the form of a walk through.



Equipment and facilities

You need to review the equipment and facilities used for the session. You should review:

- Equipment chosen
- Amount of equipment
- Safety of equipment and facilities
- Playing area used

After running a session, you may decide that a drill would have worked better if there were two footballs used instead of one and a tackling bag was included. Next time you run the drill you will ensure more footballs are available and that you have accessed the tackle bag.



SAMPLE

Performance of the participants

You should review how effectively the participants performed. This may relate to:

- How well they concentrated and performed their skills
- How hard they worked
- How motivated and enthusiastic they were
- Whether they appeared to have fun

If you feel that any of these aspects were lacking, you should adjust future sessions to rectify. For example- if you feel the participants are not enjoying themselves you may need to add a game to the end of the session.

WAYS TO REVIEW YOUR SESSION

At the conclusion of a session it is important that you take the time to review it. A review is an assessment of how you think the session went. Consider a number of key areas of the session and whether or not they were successful or could be improved. Review elements like communication during the session, planning and organisation, the session plan and content as well as your own performance as an assistant coach. You should seek assistance from

your supervisor and obtain feedback from foundation level participants to review your own assistant coaching performance.

Two effective ways to review your session include:

- Self-reflection
- Feedback

Self-reflection

Self-reflection involves assessing yourself and how you performed as an assistant coach. Self-reflection is an important aspect of continuous improvement. Continuous improvement is an **ongoing** effort to **improve** products, services, or processes. In the case of coaching it is a process you put in place to continually improve the way you instruct, motivate, coordinate and deliver sessions. Reflection should occur at the end of sessions and games but also occur more holistically at the end of a season.

Common self-reflection techniques

Coaching diary

Diaries can be used by a coach to record and describe coaching experiences. They can use this to evaluate what worked well and what was less effective.



TIPS FOR USING A COACHING DIARY

A coaching diary is a very effective tool to aid self-reflection and evaluate coaching performance. Make sure that you:

- ☑ Keep entries simple and to the point
- ☑ Try to focus on your **thoughts** and behaviours rather than just describing the activities that occurred
- ☑ Include the things that you do well
- ☑ Use it to analyse and explain your coaching performance. For example, why was the session today successful? What specifically went well and why? How can you build on this? What did not work and what needs to be done to improve?

Below is a sample page from a coaching diary.

Coaching (self-reflection) diary	
Date:	Session time:
Athlete/Team:	
Session description (including aims):	
Focus area:	
Things to improve:	Things to improve in the next session:
Follow- up evaluation after the next session:	

SAMPLE

Coaching Diary- Adapted from Australian Sport Commission

Video self-analysis

The video self-analysis involves making a video recording of yourself coaching. With mobile phones it is easy today to have someone record you coaching. Video analysis allows the coach to see themselves in action and plan for improvement. Videos have an added advantage in that you can watch them a number of times. It is important that the focus of the video is on you as a coach and not the participants. You may wish to have a supervisor or mentor watch the video as well and give you feedback.

TIPS FOR USING VIDEO SELF-ANALYSIS

Video self-analysis is a very effective tool to aid self-reflection and evaluate coaching performance. Make sure that you:

- ☑ Do not just film the participants- focus on you as the coach
- ☑ View the tape, identify things to improve and devise a plan for change
- ☑ Record a subsequent session in which you implement your plans for change
- ☑ Undertake follow up self-reflection. How did you go? What more needs to be done?
- ☑ Get permission from all involved/appearing in videos

Australian Sports Commission – Beginning Coaching Manual

The self-reflection process

It is important that you evaluate your performance as well as designing and implementing strategies to improve. Self-reflection is only beneficial if it is linked to action. It is through action that your coaching practices will improve. The diagram below demonstrates the self-reflection cycle.



LEARNING TASK 9

You are required to video yourself coaching a skill to a participant/s. (you can choose any skill)
 You should include:

- Your explanation and demonstration of the skill
- The participant attempting the skill supported by your instruction

The video should go for no longer than five minutes. You must then review the video and complete the table below by analysing your strengths and areas for improvement.

Skill coached		
Reflection area	Strengths	Areas for improvement
Verbal Communication		
Demonstration		
Content (Instruction information)		

SAMPLE

After completing your review, film yourself coaching the skill again. In the box below describe the areas you improved on for your second coaching attempt.

Did you find video analysis a useful reflection tool? Why?

Feedback

Feedback differs from self-reflection because the information is normally coming from another person whereas self-reflection comes from your own opinions and review. Feedback can be:

- Informal
- Formal

Informal feedback

Informal feedback is normally verbal and can come from participants, parents or fellow coaches. The person may volunteer the feedback, or you may request it.

Type of informal feedback	Example
Volunteered	At the end of the session two players may come up and say they really enjoyed the final drill
Requested	You ask a fellow coach at the end of the session what they thought of your drill instructions during the session

Being open to ongoing informal feedback allows you to constantly monitor how you are performing as a coach so that you can adjust and improve. As an assistant coach you should be receiving and seeking regular informal feedback from your supervisor or head coach.



Formal feedback

Formal feedback is normally more structured and can involve:

- Questionnaire or feedback sheet
- Interview
- Performance assessment by mentor

Feedback forms

Feedback forms are normally completed by participants. They provide the coach with information about the sessions as well as the techniques used. Feedback sheets normally collect limited information and often involve a score such as 1=poor through to 5=excellent. The benefit of feedback sheets is that they are quick to complete and easy to collect feedback from lots of people.

Interview

An interview is where the coach asks set questions verbally to a participant, fellow coach or supervisor. The interview may occur in person or by phone. A lot more information can be gathered through an interview than a

feedback form. The coach can receive a great deal of insight about how the interviewee feels about their coaching sessions

Performance assessment by mentor

A mentor or supervisor may watch a session you deliver and complete an observation checklist. The checklist would provide an opportunity for the mentor or coordinator to provide feedback and comment on the various components of the coaching performance. Performance checklists such as this are normally completed by individuals with a high level of coaching expertise. For this reason, this form of feedback can be very valuable to highlight both strengths and areas for improvement.



VIDEO/AUDIO 1 –Interview - Kobe Bryant
 Listen and complete the following questions
<https://youtu.be/NFXtOtRFhns>

1. What method did the athlete use to continually improve?

2. What has been a piece of feedback the interviewee has benefited from receiving?

SAMPLE

SUMMARY QUESTIONS SET C

1. Why is it important to review a session at its conclusion?
2. When reviewing drills and activities what should you look at?
3. When reviewing equipment and facilities used during your session what should you look at?
4. Why is it important that you review your performance as an assistant coach?
5. What questions might you ask yourself as an assistant coach to review the performance of participants during a session?
6. Outline two effective ways to review a session.
7. What is continuous improvement and why is it important?
8. Suggest how a coaching diary can be used to review and evaluate a session?
9. List three tips for using a coaching diary.
10. What is a video self-analysis and how can it be used to review a session?
11. List three tips for using video self-analysis.
12. List the four steps involved in the self-reflection process.
13. Describe the difference between formal and informal feedback and provide an example of each.
14. What is the difference between volunteered and requested feedback?
15. What is a performance checklist and how can this be helpful to reviewing your performance during a session?

SAMPLE