

## WJEC Sport Unit 3 Coaching Principles Curriculum Summary

<b>Name of unit</b>	Unit 3: Coaching Principles
<b>Why do we study this unit?</b>	Within the world of sport there is a continued demand for sports leaders and coaches, especially at grass roots level. Coaches have to develop their knowledge and experience of how to lead sporting activities successfully to inspire and shape the development of talented performers.
<b>By the end of the unit, students will be able to....</b>	This unit introduces learners to the principles involved in sports coaching. The aim of this unit is to provide learners with the appropriate knowledge and understanding to be able to plan, lead and evaluate a coaching session within a sporting activity.
<b>Links to previous units</b>	
<b>Key vocabulary</b>	Coaching Skills, Responsibilities, Professional, Transition, Aims and Objectives, Review, Development plan.
<b>Week and summary topic</b>	<b>Knowledge and skills learned</b>
<b>1. Coaching skills</b>	<p>Learners should know and understand how to review a coaching session to include:</p> <ul style="list-style-type: none"> <li>● SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.</li> <li>● The use of qualitative and quantitative data to inform the review.</li> <li>● The degree to which the aims and objectives of the session were achieved. The use of different sources of feedback to inform the review.</li> </ul>
<b>2. The responsibilities of a coach</b>	<p>Learners should know and understand the following responsibilities required to be an effective coach:</p> <ul style="list-style-type: none"> <li>● Health and safety</li> <li>● Professional conduct</li> <li>● Risk assessment – facilities, equipment, participants, rules/laws Safeguarding.</li> </ul>
<b>3. Meeting the needs of the</b>	<p>Learners should be able to recognise the needs of the participants when planning and carrying out a coaching session and should consider the following:</p>

<p><b>participants in coaching sessions</b></p>	<ul style="list-style-type: none"> <li>● Ability</li> <li>● Age</li> <li>● Gender</li> <li>● Review of competitive performances</li> <li>● Intrinsic and extrinsic</li> <li>● Knowledge of performance (KP) and knowledge of results (KR) and previous sessions</li> <li>● Consideration of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning.</li> </ul>
<p><b>4. The components of a coaching session</b></p>	<p>Learners should know and understand the following components of a coaching session:</p> <ul style="list-style-type: none"> <li>● Warm-up that should include pulse raising activities and stretching and may also include skill development drills related to aims and objectives</li> <li>● Skills and drills</li> <li>● Transitions and progression</li> <li>● Conditioned/small sided/competitive elements and practice</li> <li>● Cool down that should include pulse lowering activities and stretching.</li> </ul>
<p><b>5. Planning a coaching session</b></p>	<p>Learners should be able to plan a coaching session which includes:</p> <ul style="list-style-type: none"> <li>● The aims and objectives of the session</li> <li>● The health and safety requirements of the session to include a risk assessment</li> <li>● The identification of the needs of the group including technical information and coaching points</li> <li>● Selection of appropriate activities, focusing on types of guidance, types of practice and the relevant stages of learning The resources needed.</li> </ul>
<p><b>6. Demonstrate coaching skills and responsibilities</b></p>	<p>Learners should be able to demonstrate coaching skills and responsibilities including:</p> <ul style="list-style-type: none"> <li>● Health and safety including facilities, equipment, numbers of participants and space</li> <li>● Meeting the aims and objectives of the session plan</li> <li>● Meeting the needs of the participants during the session including adaptability, providing technical information and coaching points, and giving feedback.</li> </ul>
<p><b>7. Review coaching session</b></p>	<p>Learners should know and understand how to review a coaching session to include:</p> <ul style="list-style-type: none"> <li>● SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</li> <li>● The use of qualitative and quantitative data to inform the review The degree to which the aims and objectives of the session were achieved. The use of different sources of feedback to inform the review (Assessor feedback, participant feedback, personal reflection, video footage).</li> </ul>
<p><b>8. Developme</b></p>	<p>Learners should know and understand how to improve coaching</p>

<b>nt planning</b>	performance using the following: <ul data-bbox="549 241 1299 443" style="list-style-type: none"><li data-bbox="549 241 1262 309">● A development plan to focus on identified areas for improvement</li><li data-bbox="549 309 1299 443">● Methods of improvement which may include – gaining more experience, completion of accredited courses, observation of good practice and increasing subject knowledge.</li></ul>
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