

Area of Study

Personal Achievement

Overview

This transition unit prepares students to develop basic coaching skills, before they work with students from local primary schools for a number of weeks. In their preparation, they undergo an extensive programme, learning practical and theoretical aspects of coaching basic skills to younger students. During the unit, students have to step outside of their comfort zone, and in doing so, improve their communication and organisational skills, and learn to think creatively. The initiative also helps foster good relationships with local sports clubs and, particularly, neighbouring primary schools.

Related learning

This TU links with the Invasion Games and Divided Court Games strand of the Junior Cycle Physical Education Curriculum. The organisation and communication skills developed link with many subjects within Transition Year and Senior Cycle Education.

Outline of the unit

Students are introduced, through theoretical and practical activities, to:

- the technical skills and principles involved in coaching young students.
- the planning and reflection process for effective coaching.
- the code of ethics and good practice in children's sport.
- the safety and organisation principles in coaching young students.

Students will view two coaching sessions (in association with their cooperating coach) and critique each using a session critique sheet.

In groups of 4, students will plan, conduct, and reflect upon 2 peer sessions and 6 sessions with primary school students.

Students will plan, conduct, and reflect upon 4 sessions with young children in a local club, in association with their cooperating coach.

Students will list all sources of information which they used when planning sessions.

Students will complete a coach logbook in relation to the above activities.

Breakdown of the unit

Class Contact Time	(10 x 3 x 40min)	20 hours
Shadowing a Coach	(2 x 60min)	2 hours
4 Sessions with Club	(4 x 90 min)	6 hours
10 x Session Preparation	(10 x 30min)	5 hours
10 x Session Reflection	(10 x 15min)	2.5 hours
Presentation Preparation		2 hours
Presentation		1 hour
Written Assessment		1 hour
Independent Research		5.5 hours
Total		45 hours

Aims

This transition unit aims to:

- provide students with the technical skills necessary to conduct a series of safe and effective coaching sessions for primary school students
- help students to develop their ability to plan suitable, motivational and enjoyable activities for primary school students
- encourage students to critically analyse and evaluate their own work and the work of others
- support the leadership and cooperation potential of students.

Learning Outcomes

On completion of this unit students should be able to:

- identify the technical skills and principles involved in coaching young students
- identify the safety and organisational principles involved in coaching young students
- complete critiques of 2 coaching sessions conducted by their cooperating coach
- investigate a number of different sources for coaching information
- plan and conduct 12 coaching sessions for 3 different groups (TY students, primary school students, a local underage team)
- reflect upon and critically analyse these 12 sessions
- complete a coach logbook in relation to the 12 sessions.

Key skills

How evidenced

information processing	learning to access knowledge from a number of practical and theoretical sources. There is a high level of planning, organisation, documentation and reflection in the process
critical and creative thinking	undertaking a continuous process of planning, conducting, reflecting and evaluation; evaluating their own performance and the performance of others; learning to be innovative and creative in their planning
communicating	communicating with and listening to other members of the team; giving clear and accurate coaching instructions; sharing ideas with others and agreeing future actions
working with others	learning the dynamics of group work and how to work with others towards a common goal; recognising the importance of developing good relationships with fellow coaches and players
being personally effective	Setting deadlines and targets; reflecting and evaluating personal performances, receiving and responding to feedback; learning to be more confident and assertive when presenting to a group and when working within a group.

Learning approaches

A variety of teaching methodologies will be practiced to optimise learning and understanding among the students. Direct purposeful experience, through active coaching, will form the basis of student learning in this unit.

- The experiential approach being the most suitable methodology, with the cycle of pre-planning, coaching and reflection supporting this.
- The use of group-work, paired and individual task-based methodologies will help to actively include all students in the learning experience.
- Theoretical aspects will be taught through a variety of methods including group-work, discussion and didactic approaches.

The planning element of the unit involves research which requires students to engage in independent learning and the use information technology.

Assessment approaches

Students give a practical coaching demonstration: focused feedback provided by the teacher will help students to improve their learning.

Students submit a completed coaching log-book: session critiques, session plans and self-assessment sheets. This method displays the progressive nature of the learning in the unit.

Presentation: students make a short presentation to teacher and to peers on the major events of their experience, and their perception of their own performance.

Evaluation methods

Informal interviews with students will provide feedback throughout the course regarding its success to date

The use of an evaluation sheet in the Student Logbook will allow students to evaluate

- What was most enjoyable about doing this unit?
- What was the student's greatest success?
- What was the student's greatest challenge/difficulty?
- What skills did the student develop from taking part in the unit?

Resources

Physical Resources:

- Coaching personnel and players from local clubs.
- Teachers and students from local primary schools.
- Local Sports Development Officers for chosen sport/sports.

Resource Materials:

Coaching Handbooks and Logbooks for chosen sports.

- Session Plan templates
- Reflection Sheets
- Critique Sheets

Websites related to coaching are available for most sports.

Some examples for Gaelic Games include:

www.dublingaagamesdevelopment.ie/resources/index.php

www.castleknock.net/coaching/default.asp

gamesdevelopment.gaa.ie/page/coach_education_resources.html

Volleyball

www.volleyballireland.com

Basketball

www.basketballireland.ie/coaching/#

Soccer

www.fai.ie/

Badminton

www.badmintonireland.com/development/