

Unit 2 – Sports coaching

Planning

Instructions and answers for Teachers

These instructions should accompany the OCR resource 'Planning', which supports the OCR Level 3 Cambridge Technical in Sport Unit 2 – Sports coaching



Unit 2 – Sports coaching

Planning

Task 1 – Planning Questions

You have been asked to plan a sports coaching session.

Before you plan your session there is certain information that you need to find out. Use the table below to record the following:

1. What questions do you need to ask?
2. Where can you find the answers who do you need to ask?
3. Why is the question important? How would not knowing the answer affect your planning?

Question	Who to ask	Why is this important?

Associated files:
Planning

Task 1 – 1 hour 30 minutes
Task 2 – 1 hour



This activity offers an opportunity for English skills development.

Task 1

Before a learner can begin to plan their coaching session there are vital questions that they will need to know the answers to.

In small groups ask the learners to mind map what information they will need to find out before they can plan an effective session. Learners could then complete the first two columns on the following table.

Using this information the learners could then have a small group discussion on why the answers to their questions are important and how not having the information could affect their planning. They could record their answers in the third column on the table.

Sample answers are provided in the table under Task 1 in the following pages.



Task 2

Having identified the type of information they will need, the learners can now start to plan a sports coaching session.

Learners could incorporate the answers to their planning questions into their overall planning of the session. The learners will need to understand what to include within their sports coaching session. In order to gain this knowledge the teacher could lead a coaching session identifying the warm up, skills/drills/techniques, game play and cool down parts of the session. The teacher could facilitate a group discussion on what is included in each part, why it is important, the duration of each part and the types of activities that could be included.

Ask the learners to plan a sports coaching session in a sport of their choice.

When starting this process it may be beneficial to specify some of the parameters that the learners should work with; for example the type of activity, number/age/ability of the participants, duration of the session.

A sample plan is available in the following pages, under the Task 2 heading.



Task 1 – Planning Questions

You have been asked to plan a sports coaching session.

Before you plan your session there is certain information that you need to find out. Use the table below to record the following:

1. What information do you need to know?
2. Why is the question important? How would not knowing the answer affect your planning?
3. How will you find this information?

Information needed	Why is this information important?	How will you find this information?
Time of session	Need to know what time you must arrive and when participants will arrive.	You will be told by the regular coach/teacher or times may be dictated by the participants (local primary school for example).
Duration of the session	Need to know how many activities and of what length can be covered during session.	You will be told by the regular coach/teacher or times may be dictated by the participants (local primary school for example).
Number of participants	Need to make sure the planned activities are appropriate for the number of participants.	You may be given a set number (normal group/class) or you may invite a set number to attend.
Ability of participants	Activities shouldn't be too easy or participants won't be challenged or too difficult as participants won't achieve.	Ask the normal coach/teacher. You could carry out a baseline assessment at the start of the session.
Age of participants	Along with ability, will affect your choice of activities.	Ask the person who normally teaches/coaches the participants or you may invite a set age/age range.
Gender of participants	Linked to age, may affect your planned activities – older participants may have preconceptions about boys/girls activities.	Ask the person who normally teaches/coaches the participants or you may invite a set gender.
Previous experience of participants	Linked to age and ability, will affect planned activities. Don't want to repeat learning that has already been covered or jump too far ahead in programme.	Ask the person who normally teaches/coaches the participants. Review scheme of work.
What facility is available	The session environment – weather and playing surface will affect activity choice.	You will be told by the regular coach/teacher or may be dictated by the participants (local primary school for example).
What equipment is available	Many activities require specific equipment in order to run successfully.	Will be dictated by the facility you are using.
How much space do I have	Activities must be safe and 'fit' into the space available.	The teacher/coach will tell you or you may get to choose how much space you want to use.



Do I need/can I get more equipment? Where from?	Limited equipment will limit your choice of activity. If you can acquire additional equipment you increase your activity options.	Approach other sports clubs, sports centres, sports development units, schools etc.
Is there anyone helping me	Your activity choices may be wider if there is another/are other people to help set out equipment and supervise activities.	You may be told by the teacher/coach or you may ask specific people to help you.
First aid	Participant safety is vitally important; you must know what to do, who to contact, where to go in an emergency situation.	Ask the teacher/coach/supervisor or appointed first aider at the facility you are using.
Contingency plan	Sometimes something unexpected might happen. Having a 'plan B' ensures that your session can continue to run as successfully as possible.	Agree with the teacher/coach on what the contingency plan may be.



Task 2 – Planning a session

You have been asked to plan a sports coaching session. You could use the information gathered from your planning questions (Task 1 - 'Planning Questions' task) to help you plan your session.

Use the table below to plan your session.

<u>Date of session:</u> 23 rd April 2013	<u>Time of session:</u> 3.30 – 4.30pm	<u>Aim of session:</u> To continue learning basic badminton skills; focus on forehand lift and forehand net shot.
<u>Number of participants:</u> 12	<u>Age/Ability:</u> 12/13 year olds Mixed	<u>Previous experience:</u> Most have done two previous badminton sessions but have limited experience apart from that.
<u>Facility</u> Sports hall – 3 badminton courts.		
<u>Equipment</u> Badminton rackets – long and short handled, shuttle cocks, small cones, badminton nets, throw down markers.		
<u>Helpers</u> Leader (me) and two helpers (fellow leaders).		
<u>Warm Up</u> Line tag and north, south, east, west on badminton court facing the net at all times.		
<u>Skills/Drills/Techniques</u> Using half court per pair. Explain and demo forehand lift – in pairs practice with one hand feeding then swap. Explain and demo forehand new shot – practice in pairs with one hand feeding then swap. Move from hand feeding to simple rally with focus on both forehand shots.		
<u>Game play</u> Play simple one v one half court game. If point is won from forehand lift or forehand net shot then successful player gets 2 points. First to 11 then swap to play someone else (or after 5 mins all swap). If time/ability allows play 'around the world' or 'front of the queue' (or split group and more able play 'around the world' and less able play 'front of the queue').		
<u>Cool Down</u> Play 'Mr Men' within lines of badminton court. Gradually use more slow and stretching movements.		

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