



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICALS IN SPORT

LEVEL 3 UNIT 2
SPORTS COACHING

DELIVERY GUIDE

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning objective so you can see how each activity helps you cover the specification.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resourcesfeedback@ocr.org.uk.

PLEASE NOTE

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. (This includes the Consolidation suggested activities).

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT

The Wolf Review of Vocational Education recommended that all learners studying post-16 qualifications have the opportunity to further develop their English and maths skills, with the aims of:

- achieving a GCSE in English and/or maths at grade A*-C if they have not already done so or
- making significant progress towards GCSE entry and success if this is some way off for the individual.

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.

OPPORTUNITIES FOR WORK EXPERIENCE

The Wolf Report also recommended that learners have the opportunity to apply their skills and extend their learning outside the classroom through work experience, part time jobs, work shadowing and work placements. There are lots of opportunities within these qualifications to take some of the teaching and learning outside of the classroom and into a work environment. We are working to provide you with resources to support you in achieving this, please visit www.ocr.org.uk shortly for more information.

KEY



English



Maths



Work experience

UNIT 2 - SPORTS COACHING

Guided learning hours: 60

Credit value: 10

PURPOSE OF THE UNIT



The purpose of this unit is to show learners how varied the role and responsibilities of a coach can be and how they can impact on an athlete's performance and even their career. It will also show learners how a variety of methods and techniques need to



Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know the roles, responsibilities and skills of sports coaches	P1 Describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports	M1 Describe how the roles and responsibilities of sports coaches can affect performance	
	P2 Describe three skills common to successful sports coaches, using examples of coaches from different sports		
2 Know the techniques used by coaches to improve the performance of athletes	P3 Describe three different techniques that are used by coaches, to improve the performance of athletes	M2 Identify techniques being used by coaches to improve performance during a practical session	
3 Be able to plan a sports coaching session	P4 Plan a sports coaching session	M3 Plan a series of sports coaching sessions to improve performance in a selected sport over time	D1 Continually review sports coaching sessions making amendments to the planning and delivery of upcoming sessions where needed
4 Be able to deliver and review a sports coaching session	P5 Deliver a sports coaching session, with tutor support	M4 Deliver a series of sports coaching sessions to improve performance in a selected sport over time	
		P6 Carry out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement	

P = Pass, M = Merit, D = Distinction

LEARNING OUTCOME 1 - KNOW THE ROLES, RESPONSIBILITIES AND SKILLS OF SPORTS COACHES



Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
1 Know the roles, responsibilities and skills of sports coaches	P1 Describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports	M1 Describe how the roles and responsibilities of sports coaches can affect performance	
	P2 Describe three skills common to successful sports coaches, using examples of coaches from different sports		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 What are the learners' experiences of coaches?	<p>Discuss with the learners what are the roles and what are the responsibilities of a coach. Ask them why they think these are important</p> <p>Ask Learners to write 'Coach' in the centre of a piece of paper. Working on their own, ask them to come up with a list of roles and responsibilities (4 or 5 at least) they felt a coach had taken on when working with them. Ask each learner to read out one of the roles or responsibilities they have noted. As the learners read out their suggestions, ask the learners to add any roles and responsibilities they haven't got to their list. By the end of the exercise all the learners should have a substantive list of roles and responsibilities.</p> <p>Once the learners have the list ask them to discuss in groups of 3 or 4 which they think are the most important. Take the top four in order from each group and put on a board. Discuss as a group if there are any alterations they want to make to the final list.</p> 	2 hours	
2 How the roles and responsibilities of sports coaches can affect performance	<p>Show the learners clips from films (for example: 'Coach Carter', 'Tin Cup', 'Rocky', 'Semi Pro', 'Friday Night Lights', etc) that demonstrate how coaches take on different roles and responsibilities.</p> <p>To highlight a negative portrayal of a coach the learners could watch the football scene from the film 'Kes' (search Billy Casper plays football on YouTube).</p> <p>Ask the learners to write down the roles and responsibilities they have observed. Use the clips to stimulate discussion about how coaches have impacted on the performance.</p> <p>Useful resources can be found on the Sports Coach UK website and also in a variety of Rainer Martens publications.</p> <p>Learners could complete the Lesson Element 'Roles and Responsibilities' which will help the learners to understand the roles and responsibilities of a coach.</p> 	1.5 hours	M1 Describe how the roles and responsibilities of sports coaches can affect performance

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
3 Skills that coaches need 	<p>What are the skills required to be a successful coach? Ask the learners to give a list of successful coaches across a range of different sports.</p> <p>Ask the learners, other than success, what attributes do the coaches have in common?</p> <p>Ask the learners to split the attributes into roles, responsibilities and skills.</p> <p>Can the learner give examples of when the skill could be used?</p>	1 hour	P2 Describe three skills common to successful sports coaches, using examples of coaches from different sports
4 Consolidation 	<p>Using the information gained from the previous activities, the learners could now produce a table that identifies four roles and responsibilities of a coach with a column that allows them to describe how these roles and responsibilities can affect performance.</p> <p>The learners could add a column to the table and describe the four skills common to successful coaches using a range of examples from different sports.</p>	2.5 hours	P1 Describe four roles and four responsibilities of sports coaches, using examples of coaches from different sports P2 Describe three skills common to successful sports coaches, using examples of coaches from different sports M1 Describe how the roles and responsibilities of sports coaches can affect performance



LEARNING OUTCOME 2 - KNOW THE TECHNIQUES USED BY COACHES TO IMPROVE THE PERFORMANCE OF ATHLETES

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
2 Know the techniques used by coaches to improve the performance of athletes	P3 Describe three different techniques that are used by coaches, to improve the performance of athletes	M2 Identify techniques being used by coaches to improve performance during a practical session	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Analysing performance	<p>Set up a game where half the group play and half the group observe. Ask half of the observing group to focus on the strengths of the team's performance and half on the weaknesses of the team's performance. They should record their observations under the following categories:</p> <p>Strengths/Weaknesses Skills Tactics Fitness</p> <p>Swap the playing and observing groups and repeat the activity.</p> <p>After watching the performances, ask the learners to state their lists of strengths and weaknesses from each category and then draws them together for a definite list.</p> 	3 hours	
2 Techniques to improve performance	<p>The learners could now have a complete list of the strengths and weaknesses of the performance.</p> <p>Ask the learners to prioritise the weaknesses, putting the ones they consider to be affecting the performance at the top of the list.</p> <p>Ask the learners to provide a plan of how they might improve the greatest weakness they have identified.</p> <p>Learners could consider:</p> <ul style="list-style-type: none"> · The timescale of how long it will take to improve? · What techniques can be demonstrated to the performer? · What practices can be used to improve the performance? · Can a practice be progressed to further develop a performer? 	2 hours	

LEARNING OUTCOME 3 - BE ABLE TO PLAN A SPORTS COACHING SESSION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
3 Be able to plan a sports coaching session	P4 Plan a sports coaching session	M3 Plan a series of sports coaching sessions to improve performance in a selected sport over time	

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 What do I need to know?	<p>Before a learner can begin to plan their coaching session there are vital questions that they will need to know the answers to.</p> <p>In small groups ask the learners to mind map what questions they could ask, then complete the first two columns on Task 1 of the Lesson Element 'Planning'.</p> <p>Now learners should have a list of the types of questions and where they could go to find out the answers. 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.</p> <p> Learners could record their answers in the third column on the Lesson Element.</p>	1.5 hours	
2 Plan a coaching session	<p>Having identified the type of information they will need the learners can now start to plan a sports coaching session. They should incorporate the answers to the questions into their overall planning of the session.</p> <p>The learners will need to understand what to include within their sports coaching session. In order gain this knowledge the teacher should lead a coaching session identifying the warm up, skills/drills/techniques, game play and cool down parts of the session.</p> <p>The teacher should 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.</p> <p>Using Task 2 on Lesson Element 'Planning' 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 could work with; for example the type of activity, number/age/ability of the participants, duration of the session.</p> <p></p>	1 hour	
3 Plan a coaching session	<p>Following on from the previous activity, give the learners some feedback on their sports coaching session plan. Ask the learners to research their sport using related coaching books and the internet to improve their sports coaching session plan.</p>	2 hours	P4 Plan a sports coaching session

LEARNING OUTCOME 4 - BE ABLE TO DELIVER AND REVIEW A SPORTS COACHING SESSION

Learning Outcome - The learner will:	Assessment Criteria - The learner can:	Merit	Distinction
4 Be able to deliver and review a sports coaching session	P5 Deliver a sports coaching session, with tutor support	M4 Deliver a series of sports coaching sessions to improve performance in a selected sport over time	D1 Continually review sports coaching sessions making amendments to the planning and delivery of upcoming sessions where needed
	P6 Carry out a review of the planning and delivery of a sports coaching session, identifying strengths and areas for improvement		

Suggested content	Suggested Activities	Suggested timings	Links to Assessment Criteria
1 Deliver a sports coaching session part one	<p>The learners could now deliver their sport coaching session using their plan.</p> <p>Split the class into groups of four. Each learner could deliver their sports coaching session. The other members of the group could provide assistance to the deliverer and they could also carry out some peer observation of the planning and delivery. The deliverer and observers should use Lesson Element 'Reviewing a Session' to review the session and record their findings.</p>		
2 Deliver a sports coaching session part two	<p>The planning and delivery activities could be repeated in order for the learners to become comfortable and confident in their delivery. The learners could be given the opportunity to deliver a range of sports, to different groups and abilities.</p>		



CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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