



GEORGES RIVER COLLEGE
PEAKHURST CAMPUS

YEAR 10 PASS
ASSESSMENT TASK

TOPIC:

Coaching (Stage 5)

TYPE OF TASK:

Writing, Digital and Practical task

DUE DATE:

Written and Video Component: **PART A & B** – Week 7,
Friday 10th June, submit on Google Classroom by 11:59pm

Practical Component: **PART C**: - See Timetable (Weeks
8-10)

WEIGHTING:

25%
(Coaching Plan 5%, Coaching Skill Video 10%,
Coaching Session 15%)

OUTCOMES TO BE ASSESSED:

PASS5-5 Demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6 Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 Displays management and planning skills to achieve personal and group goals
PASS5-9 Performs movement skills with increasing proficiency

INSTRUCTIONS FOR TASK

Coaching occurs in many realms of sport from recreational to professional levels. The role of a coach is to improve player performance and build on the potential of an individual and/or team. This is done by guiding the athlete/s through a range of drills and activities to help improve their performance and skill success. A key skill of a coach is the ability to adapt to their player's strengths and identify areas where a player is struggling, working out strategies on how to improve their player's performance.

PART A - COACHING PLAN (individually)

Design ONE coaching lesson, for beginner athletes aged 10-12 years, based around the theme of either **INVASION GAMES** or **NET COURT GAMES**. A **BASIC** example of a coaching scaffold is attached. You might like to use this as a guide.

You must:

1. Design an appropriate coaching session for beginner athletes, aged 10-12, including an aim of the session, warm up, development of skills, core activity and warm down.
2. Develop an enjoyable and effective session that promotes maximum participation (including group size and ability level, with diagrams attached on how to set up activities). Plan should be based on 15-20 participants.
3. Include examples of your explanations to players, demonstrating and promoting the session aims and skills to be developed. Particular emphasis should be placed around the coaching points required to develop a particular skill(s). This should be evident in your coaching plan.

Examples of INVASION GAMES

Oz Tag
Soccer + others!
Ultimate Frisbee
Basketball

Examples of NET COURT GAMES

Volleyball
Tennis + others!
Badminton
Table Tennis

PART B - PRACTICAL SKILL COACHING VIDEO (individually)

Pick one of the skills that would be used in one of your activities. You will then create a video (1-3 minutes in length) of a demonstration or individual activity that a person can do to practice or improve this skill. The video can be either:

- By yourself - walking through the key points of a skill that you are aiming to develop through your session, including an explanation of 'common errors' and giving a demonstration of the skill using key coaching points.
- Coaching someone else (sibling, family member, friend) through the skill that you are aiming to develop through your session - explaining each step to them, having them attempt the skill and then you giving them feedback.

Some examples of coaching videos:

<https://www.youtube.com/watch?v=F-5fPe6wZT4> - how to throw a ball

<https://www.youtube.com/watch?v=Jizj-lu8cFE> - how to twist to avoid a tag

<https://www.youtube.com/watch?v=pNSns03bbk0> - how to kick a ball

PART C - PRACTICAL COACHING SESSION (in small groups)

In groups of 2-3, pick one group member's coaching plan to base your coaching session on. You will coach one main activity to a Year 7 class for 25 minutes. You may pick elements from each group member's coaching plan if it is the same sport.

You Must:

1. Develop an enjoyable and effective lesson that promotes maximum participation (consider: group size, ability and skill level and activity transitions)
2. Deliver an engaging coaching session - high energy, clearly spoken and knowledgeable of the activity/skill from coaches
3. Instruct students clearly during the activity, including key coaching points
4. Provide practical/visual demonstration of the skill/activity alongside verbal instruction points
5. Provide participants with meaningful constructive and positive feedback throughout your coaching session
6. Design and deliver an appropriate lesson structure, including pace of activities

STUDY AND PREPARATION

Be sure your work is proofread and not plagiarised.

Your Year 10 PASS book and the content covered in class will provide you with some information. You could also access websites for the sport of your choice such as:

[The Australian Sports Commission http://www.ausport.gov.au/](http://www.ausport.gov.au/)

INSTRUCTIONS FOR SUBMISSION

PART A & B is to be submitted via Google Classroom, no later than 11:59pm, Friday 10th June.

WHAT TO DO IF YOU ARE SICK/ABSENT ON THE DUE DATE

If you are absent from school on the due date, you can still submit your work via Google Classroom. If you are unable to do so, you must see Miss Yates on the first day that you arrive back at school with a medical certificate. You must submit the task on the first day you arrive back at school. Failure to submit a medical certificate with your task will result in an N-award warning for PASS.

If you need any clarification of the assessment task, please see your teacher during class time, or alternatively at recess/lunch time in the PDHPE staffroom.

GOOD LUCK YEAR 10!



Assessment Cover Sheet

Coaching (Stage 5 PASS) Writing and Practical Task

TOPIC:

Coaching
(Stage 5 PASS)

TYPE OF TASK:

Writing, Video and Practical task

DUE DATE:

Friday 10th, June (Term 2 Week 7)

WEIGHTING:

25%
(Coaching Plan 5%, Coaching Skill Video 10%,
Coaching Session 15%)

Name: _____

Subject: PASS

Teacher: _____

- I confirm that this assessment is all my own work.
- I have used the correct punctuation and checked the spelling.
- I have used a range of resources to write this essay.
- My task clearly addresses each of the questions within the assessment.
- I have asked my teacher questions and/or requested feedback about my task before submitting.
- I understand that my assessment will be checked for plagiarism, and that penalties will be applied if I have plagiarised.

Signature: _____ Date: _____

Year 10 PASS - COACHING
Assessment Marking Criteria - COACHING TASK

Part A & B: Individually

PART A: COACHING PLAN	MARKS / 10			
	3	2	1	0
Designs an appropriate coaching plan for beginner athletes, aged 10-12, including an aim of the lesson, warm up, development of skills, core activity and warm down				
Detailed explanation of activities - including rules and coaching points, with mention of common errors of the skill				
Diagrams (minimum of two) are included - how to set up/run the activities				
Coaching plan is written in a clear and concise manner with no spelling or grammatical errors.				

PART B: COACHING SKILL VIDEO DEMONSTRATION	MARKS / 15					
	5	4	3	2	1	0
Extremely engaging demonstration - high energy, clearly spoken and knowledgeable of the skill						
Clear coaching points given - breaking down each part of the skill and including mention of common errors						
Clear practical demonstration of the skill, commentating each part of demonstration + feedback opportunities (both positive and constructive) is utilised						
Coaching demonstration video abides by time limits - demonstration is 1-3 minutes in length						

Part C: Small groups

Group member names: _____

Sport/activity/skill: _____

Class taught: _____

PART C: COACHING SESSION	MARKS / 20			
	3	2	1	0
Extremely engaging coaching session- high energy, clearly spoken				
Coaches demonstrate expertise knowledge of skill/activity				
Clear coaching points and instructions given - breaking down each part of the skill/activity (consider: voice projection, appropriate language, proximity to group etc)				
Clear practical demonstration of the skill/activity given with instructions				
Provide constructive and positive feedback in a timely manner				
Coaching session is enjoyable and promotes maximum participation for all students				
Coaching sessions is structured and paced appropriately				
Very organised and prepared for the session and conducts in an appropriate, respectful and mature manner				
Effectively evaluates coaching session and can discuss positives and negatives (teacher to ask coaches questions at end of session)				

Comment:

Year 10 PASS - COACHING PLAN Template

COACH'S NAME		SPORT / ACTIVITY OVERVIEW - <i>name your activities</i>		
		Warm Up: Skill Development: Core Activity: Warm Down:		
SESSION AIM				
<i>(What do you want athletes to be able to do at the end of this coaching session?)</i>				
TIME <i>(How long will each activity go for?)</i>	ACTIVITY DESCRIPTION <i>(What is the activity? What are the rules? How do you play?)</i>	COACHING POINTS <i>(What will you say to the athletes?)</i>	EQUIPMENT NEEDED	
	Warm Up			
	Skill Development			
	Core Activity			
	Warm Down			

ACTIVITY DIAGRAMS

A large, empty rectangular box with a thin black border, intended for drawing activity diagrams. It occupies the majority of the page below the header.