



GEORGES RIVER COLLEGE
PEAKHURST CAMPUS

YEAR 10 PASS
ASSESSMENT TASK

TOPIC:

Coaching
(Stage 5)

TYPE OF TASK:

Writing and Practical task

DUE DATE:

Friday, 10th September (Week 9) via Google Classroom

WEIGHTING:

25% (Lesson 10%, Coaching 15%)

OUTCOMES TO BE ASSESSED:

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

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

Design a 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)
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	Examples of NET COURT GAMES
Oz Tag Soccer Ultimate Frisbee Basketball + others!	Volleyball Tennis Badminton Table Tennis + others!

PART B - PRACTICAL COACHING DEMONSTRATION

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

STUDY AND PREPARATION

Your Year 10 PASS book and the content covered in class and via Google Classroom online learning 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

Submission for all work is to be via Google Classroom, no later than 11:59pm, Friday 10th September.

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 Mr Morley 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 email your teacher or get in contact via Google Classroom (online learning) or in the PDHPE staff room (face-to-face learning).

GOOD LUCK YEAR 10!

Year 10 PASS - COACHING Assessment Marking Criteria - COACHING TASK
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- Use these marking criteria as a checklist to ensure that you have addressed all criteria.
- Ensure your task is submitted, via Google Classroom, by the due date.
- Ensure your task has your name and teacher's name clearly written on the front.

MARKS	COACHING PLAN CRITERIA
9-10 Outstanding	<ul style="list-style-type: none"> ● Outstanding explanation of lesson aims - including skill or focus area to be developed. ● Outstanding explanation of activities - including a warm up, a skill activity, a core activity and a warm down. ● Activities are appropriate for both beginner athletes and targeted age group. ● Coaching plan includes highly detailed diagrams of how to set up activities. ● Thoroughly detailed explanation of coaching points and tips to make participants more successful in particular skill(s). ● Coaching plan is written in a clear and concise manner with no spelling or grammatical errors.
7-8 Thorough	<ul style="list-style-type: none"> ● Thorough explanation of lesson aims - including skill or focus area to be developed. ● Thorough explanation of activities - including a warm up, a skill activity, a core activity and a warm down. ● Activities are appropriate for both beginner athletes and targeted age group. ● Coaching plan includes detailed diagrams of how to set up activities. ● Detailed explanation of coaching points and tips to make participants more successful in particular skill(s). ● Coaching plan is written in a clear and concise manner with minimal spelling or grammatical errors.
5-6 Sound	<ul style="list-style-type: none"> ● Sound explanation of lesson aims - including skill or focus area to be developed. ● Sound explanation of activities - including a warm up, a skill activity, a core activity and a warm down. ● Activities are appropriate for both beginner athletes and targeted age group. ● Coaching plan includes simple diagrams of how to set up activities. ● Some explanation of coaching points and tips to make participants more successful in particular skill(s). ● Coaching plan is written in a clear and concise manner with some spelling or grammatical errors.
3-4 Basic	<ul style="list-style-type: none"> ● Basic explanation of lesson aims - including skill or focus area to be developed. ● Basic explanation of activities - including a warm up, a skill activity, a core activity and a warm down. ● Activities are appropriate for both beginner athletes and targeted age group. ● Coaching plan includes minimal or poor diagrams of how to set up activities. ● Basic explanation of coaching points and tips to make participants more successful in particular skill(s). ● Coaching plan requires further clarity. Spelling and grammatical error evident.
0-2 Elementary	<ul style="list-style-type: none"> ● Limited explanation of lesson aims - including skill or focus area to be developed. ● Limited explanation of activities - including a warm up, a skill activity, a core activity and a warm down. ● Activities are not appropriate for either beginner athletes and targeted age group. ● Coaching plan includes minimal or poor diagrams of how to set up activities. ● Limited explanation of coaching points and tips to make participants more successful in particular skill(s). ● Coaching plan is poorly written or not completed and has high amounts spelling or grammatical errors.

MARKS	COACHING DEMONSTRATION
13 - 15 Outstanding	<ul style="list-style-type: none"> Extremely engaging demonstration - high energy, clearly spoken and knowledgeable of the skill Very 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 If coaching someone else - clear feedback given, both positive and constructive Abides by time limits - demonstration is 1-3 minutes in length
10 - 12 Thorough	<ul style="list-style-type: none"> 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, with some commentating of each part of demonstration If coaching someone else - clear feedback given, both positive and constructive Abides by time limits - demonstration is 1-3 minutes in length
7 - 9 Sound	<ul style="list-style-type: none"> Satisfactory demonstration - clearly spoken and knowledgeable of the skill Clear coaching points - breaking down each part of the skill, no mention of common errors Practical demonstration of the skill included If coaching someone else - some feedback given, either positive or constructive Abides by time limits - demonstration is 1-3 minutes in length
4 - 6 Basic	<ul style="list-style-type: none"> Basic demonstration - shows some knowledge of the skill Some coaching points mentioned - no mention of common errors Practical demonstration of the skill included If coaching someone else - some feedback given, either positive or constructive Abides by time limits - demonstration is 1-3 minutes in length
1 - 3 Elementary	<ul style="list-style-type: none"> Limited demonstration - not clear or smooth-flowing Some coaching points mentioned Practical demonstration of the skill included If coaching someone else - no feedback given Abides by time limits - demonstration is 1-3 minutes in length

TOTAL MARK: / 25

Comment:

Year 10 PASS - COACHING
Assessment Marking Criteria - COACHING TASK

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.				

COACHING 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						

Comment:

TOTAL MARK: / 25

Year 10 PASS - COACHING PLAN

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	1.	
	SKILL DEVELOPMENT		
	CORE ACTIVITY		
	WARM DOWN		
ACTIVITY DIAGRAMS			

