

SPORTS **COACHING**

# Getting Started in Coaching

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# Getting Started in Coaching

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Thanks Coach!

Without you, there wouldn't be a game. As a coach you help make sport happen in New Zealand.

Coaching is about sharing your knowledge and experience, making sport fun and giving everyone a go. It's about teaching discipline, fair play and skills that will help athletes in all aspects of their lives. You will play an important role in making sure your athletes learn to enjoy sport.

This handbook is designed to help you get started in coaching. It provides tips on your role as a coach, communication, teaching new skills to athletes, sport safety and planning. After Getting Started you may wish to develop your skills further by attending a SPARC Coaching and/or Sport Specific Level 1 course. Information on other coaching courses is provided at the back of this handbook.

Thanks for taking the time to coach. Have a great season!



Don Tricker

*Coach of the World Champion Black Sox & the Paremata/Plimmerton Under-11*

*T-Ball Team*

*Senior Advisor, High Performance Coaching - SPARC*

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This coaching resource was produced by  
SPARC (Sport and Recreation New Zealand).



For further information on SPARC  
programmes contact:

SPARC (Sport and Recreation New Zealand)

PO Box 2251

Wellington

Phone (04) 472 8058

Fax (04) 471 0813

Email: [info@sparc.org.nz](mailto:info@sparc.org.nz)

<http://www.sparc.org.nz>

# The Role of the Coach

## WHO CAN BE A COACH?

Coaching is for anyone who enjoys sport and genuinely cares about the all-round development of the individuals in their care. Coaching is not just about improving the athletes' physical performance, nor is it about winning. The development of the athlete as a "whole" person is just as important as his/her success in sport. The physical skills you teach your athletes may only be used for a few years, but the attitudes and values they develop towards themselves and others will last a lifetime!



## WHAT'S YOUR ROLE AS A COACH?

As a coach you will be required to fill a number of different roles at different times. For example:

**A teacher** ... passing on knowledge, teaching new skills.

**A role model** ... setting a good example.

**A motivator** ... setting challenging but realistic goals, providing positive reinforcement.

**A scientist** ... applying sport science principles to the training programme.

**A counsellor** ... providing advice, managing conflict.



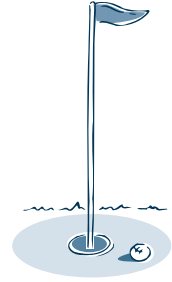
*What other roles might you be asked to fill as a coach?*

*What do you see as your most important role or roles?*

## WHY DO PEOPLE PARTICIPATE IN SPORT?

People play sport for a variety of reasons. As a coach you should consider what you want out of coaching and why your athletes are participating. This will influence how you approach your coaching during training and competition and the goals you will set for the season.

Consider the model below, outlining some of the reasons why people do or don't participate in sport.



### Why People Play Sport

- Improve fitness/skill level
- Make new friends
- Sense of belonging/peer pressure
- Fun and enjoyment
- Fame or money
- Achievement of goals

### SPORT PARTICIPATION

### Why People Don't Play Sport

- No time/too busy
- Family/home/work commitments
- Too competitive
- Lack motivation or confidence
- Cost - too expensive
- Physically unable

### Why People Coach

- To give something back to their sport
- To help others to achieve
- To stay involved in the sport they love
- Power/recognition/money
- To help the local community or school
- A natural progression
- No-one else to take the team
- Too old to play



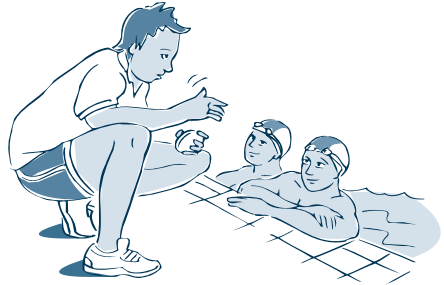
*How or why did you get involved in sports coaching?*

*What do you want to achieve as a coach - what's in it for you?*



## WHAT MAKES AN EFFECTIVE COACH?

Think back to the coaches that you may have had when you were an athlete. What sort of impact did they have on your life? There may be one coach in particular who stands out more than the others in your memory. What was it about that coach that set him or her apart from the others?



An effective coach...

- Has a genuine concern to help others develop, both physically and mentally.
- Understands and appreciates the strengths and weaknesses of individual athletes.
- Is well organised, on time and plans ahead.
- Is a good communicator.
- Is able and willing to learn.
- Is motivated and enthusiastic.
- Abides by the principles of fair play.
- Is committed to playing the game well, rather than winning at all costs.

## THE PRINCIPLES OF FAIR PLAY

A fair play coach believes and teaches that sport is an activity that develops character and shapes attitudes. Fair play is about playing hard, but playing fair, whether you are coaching, playing, umpiring, or standing on the sidelines. Teach your athletes to accept rules and decisions, and treat umpires, officials and opponents with respect.

## THE ROLE OF THE COACH

Fair play means abiding by the principles of integrity, fairness, and respect:

1. Respect the rules.
2. Respect the officials and their decisions.
3. Respect your opponent.
4. Give everybody an equal chance to participate.
5. Maintain your self control at all times.



### Promoting The Principles of Fair Play

Sam is batting for his under-14 school cricket team in the final of their competition. On the next bowl his bat just nicks the ball and he is caught out by the wicketkeeper. Sam knows he is out so begins walking off the field. However, the umpire mistakenly rules him still in. Sam explains to the umpire that his bat definitely hit the ball and he should be given out. When he gets off the field his coach congratulates him on his good sportsmanship. Sam's team still won the game. At the after-match function the coach of the opposing team complimented both Sam and his coach on their attitude to fair play.



*Are you teaching your athletes the valued life skills of integrity, honesty and respect? These qualities will help them become better people regardless of whether they win or lose.*

## MANAGING ATHLETES' BEHAVIOUR

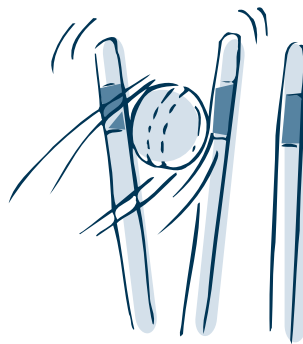
Good discipline is essential to running an effective coaching session. However, this can be one of the more challenging roles of the coach. Remember that it is more effective to be proactive by taking a positive, preventative management approach:

Establish an "Athletes Code of Conduct" at the start of the season. Discuss with the athletes what is acceptable and what is unacceptable behaviour. Pin the Code of Conduct on the wall in your club for all to see.

- Be well organised at training and competition - this will reduce the opportunities athletes have to misbehave.
- Try to catch athletes being "good" rather than always catching them being "bad" - praise any positive behaviour, and try to ignore inappropriate or attention-seeking behaviour (unless safety is at risk).

Athletes know that there are certain behaviours and attitudes that are considered unacceptable. Reasoning with the athletes to get them to modify their behaviour usually works. For example, "Tama, what do you think you're doing?..." "Do you think that's a good idea?" ... "Would you prefer to sit on the bench than play this game?"

However, if the athlete persists, then he/she risks being temporarily separated from the team's activities or, at worst, excluded for the season.



# Notes

# Sport is for Everyone

Sport is for people of any age, ability, gender or race to enjoy. It is important to remember that these people participate in sport for the same reasons - to improve their fitness, develop new skills, achieve goals, make new friends, have fun and so on. Everyone should have an equal opportunity to play sport.

Knowing what your athletes are looking for in sport is essential to ensure they enjoy the experience and they are motivated to stay active and involved.

## COACHING CHILDREN

Having fun is important at all levels of sport, but especially for children.

Research has been conducted asking children what they like and observing how they organise their own physical activities. This research shows that children are interested in four things when they play sport<sup>1</sup> :

**Action** - Children like lots of action, ie lots of running, hitting, catching, shooting, scoring and so on.

**Personal involvement** - Children want to be involved in the action, not sitting on the bench or waiting in line for their turn.

**Close competition and challenges matching their skills** - Close scores make games exciting and lopsided scores make them boring.

**Opportunities to reaffirm their friendships** - This is demonstrated in the way teams are chosen and the strategies children use during games. They often develop long lasting friendships through their participation in sport.



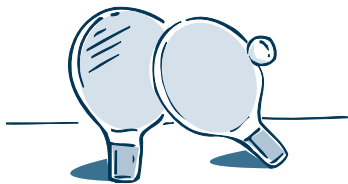
<sup>1</sup> Cahill, B. & Pearl, A., 1993, *Intensive Participation in Children's Sports*, Human Kinetics Publishers, Champaign, IL.

## MODIFIED SPORT FOR CHILDREN

Kids are kids - not little adults. They shouldn't have to pant up and down huge fields, carrying heavy equipment and playing to complicated adult rules. Sport for young people should be modified to suit their age, size and ability. That way, sport will be more fun and children will be more enthusiastic.

Ways to modify sport for children:

- Simplify the rules.
- Reduce the size of the playing area.
- Have fewer players in a team.
- Use smaller or lighter equipment.



*Can you think of ways in which your sport could be modified for younger athletes?*

*Perhaps your sport already provides a modified version.*

KiwiSport is a skills-based sports education programme developed by the “Hillary Commission (now SPARC),” that recognises that the needs and abilities of children are different from those of adults. KiwiSport is offered by many of the traditional sports in New Zealand. Contact your regional sports trust for more information.

**KIWI VOLLEY IS A MODIFIED VERSION OF ADULT VOLLEYBALL:**

- *There are fewer players - so everybody gets more turns.*
- *The area of the court is smaller and the height of the net is reduced - to enable more success for the players.*
- *The ball is softer and smaller - easier for the players to contact.*
- *There are frequent rotations with off-court reserves - to provide maximum participation.*
- *Rules are simplified. For example, children are allowed to catch the ball to set it.*

**COACHING ADOLESCENTS**

Adolescents (13-17 year olds) often have the skills to be able to perform at the adult level of sport and, in many cases, their ability to compete with adults is limited only by their physical stature.

When coaching adolescents, it is important to remember that while these athletes are making the transition into adulthood, there are a number of issues to be aware of that can affect their performances, and their interest in sport:

- Many athletes will experience rapid growth through their adolescent years. This can affect their coordination and they may feel self-conscious.
- Adolescents face increasing challenges. For example, school exams, more responsibility at home, the respect of their peer group and changes in their family structure.
- The onset of puberty usually encourages an interest in members of the opposite sex, and therefore a lower interest in their sport.



## SPORT IS FOR EVERYONE

- The choices available to athletes regarding how they spend their leisure time increase as they become more independent.
- The increasing cost of sport involvement as they get older can be a deterrent.

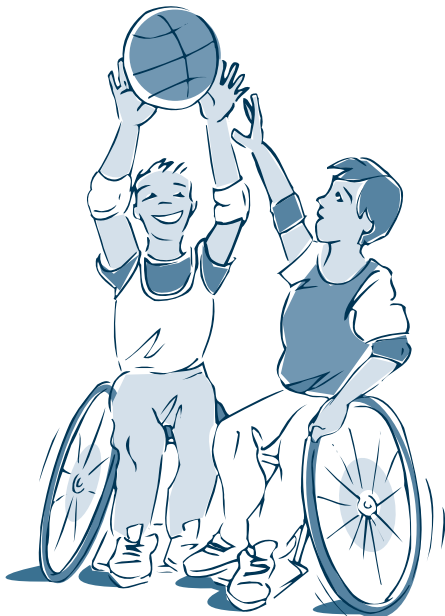
## ATHLETES WITH DISABILITIES

Athletes with disabilities deserve to have the same opportunities as others - after all, they have the same reasons for playing sport. There are a wide range of physical, sensory and intellectual disabilities, from the very mild, such as the loss of a finger, to more severe, such as the loss of control of limbs and/or the trunk.

As a coach you should:

- Focus on their similarities to other athletes, not their differences.
- Concentrate on what they can do - not what they can't.
- Encourage them to perform to the best of their ability - as you would do with all your athletes.
- Include these athletes in regular sport whenever you can - you may need to adapt your sport and rules to help them.

Your knowledge of sport for athletes with disabilities will depend to a large extent on your experience - if you're not sure, ask. The athletes will know what they can or cannot do, and how tasks can be modified to suit their skill level.





**COACHING ATHLETES WITH DISABILITIES**

*Jill coaches a group of 11-12 year olds at her local athletics club. One of her group, Hana, uses a wheelchair. The group has been doing throwing activities in which Hana has been fully involved. This week however, they are doing the long jump, and Hana wants to be actively involved, just as her friends are.*

*After a lot of lateral thinking and discussion with Hana, Jill eventually comes up with a mutually acceptable alternative.*

*When it's Hana's turn, she wheels down the grass next to the long jump run way. When she reaches a point parallel to the take-off board, she stops pushing the wheels and the distance she rolls is measured as her "jump".*

*Jill determined that the physical output of the push accurately reflected the requirements of Hana's able bodied peers in their run up and take off. As Hana's efficiency in propelling her wheelchair improved, so too did her jump!*

SPORT IS FOR EVERYONE

# Notes

# *The Coach as a Communicator*

Communicating effectively is one of the keys to success in coaching and to building positive relationships with the athletes and their parents and caregivers. Ongoing communication often deals with little problems before they become big problems.

However, good communication is much more than just talking. The way you deal with people, how you listen, your tone of voice and your body language all sends messages to your athletes. Many coaches tend to be good at sending messages, but need to improve their skills in receiving messages.



## **COMMUNICATING EFFECTIVELY WITH YOUR ATHLETES**

- Greet your athletes warmly by name or by physical acknowledgment when they arrive at practice.
- Wear appropriate dress and take a positive, enthusiastic approach - having a sense of humour helps.
- Be sure that you can see your athletes when you are speaking to them, and that they can see you.
- Speak clearly using words your athletes can understand - vary the tone of your voice to keep the interest up.
- Listen carefully to their questions and comments, and respect their views - being a good listener is an essential coaching skill.
- Be positive and constructive when both giving and receiving feedback from athletes.
- Be aware of your body language, and watch your athletes' body language for clues on how they are reacting.

## THE COACH AS A COMMUNICATOR



*What messages are this coach's body language sending to her athletes?*

## COMMUNICATING ACROSS CULTURES

New Zealand is a multi-cultural society. As a coach you should be aware of cultural differences in communicating with your athletes. For example, many cultures believe direct eye contact to be inappropriate.

If you are unsure about how to communicate with an athlete from a different, culture, ask somebody for advice. However, a friendly and sincere approach will always be appreciated.

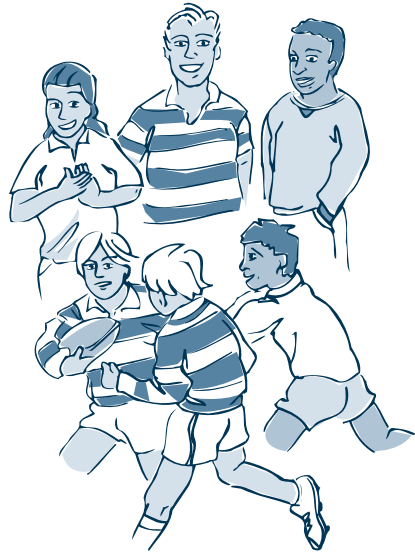
## COMMUNICATING WITH ATHLETES' PARENTS AND CAREGIVERS

Parents and caregivers can have a big impact on how athletes feel about sport. They can provide a source of either support or stress, particularly for younger athletes.

It is important to establish a positive relationship with parents and caregivers right from the start of the season. A good way to start is by writing a letter, or holding a meeting to introduce yourself and discuss the season ahead:

- Emphasise the importance of the athletes having fun, learning new skills and making new friends. Performing to their potential is more important than winning or losing.
- Discuss the role of parents and caregivers in your team. Stress the importance of supporting and encouraging the athletes.
- Discuss the principles of fair play and your expectations of supporters' behaviour on the sidelines.
- Talk about your plans for the season, what the athletes will need, and how parents and caregivers can assist.

Parents, caregivers and other supporters can sometimes get carried away on the sidelines. Be sure to always set a positive example as the coach, and let the supporters know you expect only positive support from them.



*Make a list of tasks the parents and caregivers of your athletes could do to assist you over the season? For example, transport to competitions, washing team uniforms, organising accommodation etc.*

# Notes

# Skill Teaching and Learning

As a coach, one of your main objectives is to improve the skill level of your athletes, whether they are novices in their first season, or masters in their 20th season! Therefore, a large part of your coaching session will be spent on learning and developing skills.

To effectively teach skills, the coach must learn to observe and analyse an athlete's skill performance - many coaches watch their athletes without really seeing what they are doing. Knowing how to observe skills effectively will help you detect and then correct faults, and pinpoint areas where skills can be improved.

## WHAT SKILLS SHOULD YOU TEACH YOUR ATHLETES?

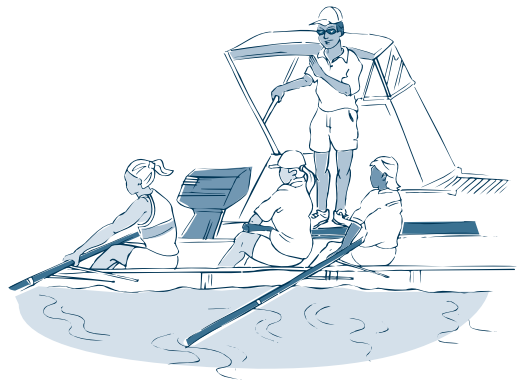
When selecting what skills to teach, you should consider:

- The age and ability of your athletes.
- The types of skills required to enable your athletes to perform successfully.

## OBSERVING YOUR ATHLETES IN ACTION

Following are some tips to effectively observe your athletes' performing skills:

- Observe the whole movement first, to gain an overall impression, then focus on one part of the movement at a time.
- Start by focusing on the larger, slower moving parts, then work towards the outer extremities.



## SKILL TEACHING AND LEARNING

- Observe from a distance to gain an overall impression and then move closer, to focus on the different parts.
- Observe the performance from different angles.
- Observe the skill long enough to be able to describe what you see. Be aware that too many repetitions may tire the athlete and influence the performance.

## TEACHING NEW SKILLS

How do you teach new skills to your athletes? Usually, this will involve an explanation by you the coach, and a demonstration before the athletes try it themselves.

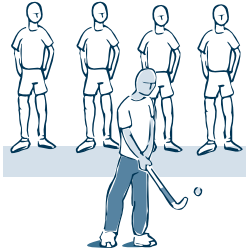
To be effective in explaining and demonstrating new skills consider the following:

- New skills should be introduced at the start of the coaching session, after the warm up, while the athletes are fresh and focused.
- Both the coach and athlete should understand why the skill is important - this will help the teaching and learning process.
- Focus on two or three teaching points and some key words or phrases to emphasise the important parts of the skill.
- Keep your instructions simple, using words that everyone can understand.
- Demonstrate the whole skill first, then divide the skill into smaller parts (whole part whole).
- Use an athlete who can perform the skill well at the athletes' level. The demonstration should be correct, but it doesn't have to be perfect.





- Make sure that all the athletes can see the demonstration clearly. The following formations work well when demonstrating a new skill to a group:



*A Straight line.*



*An Open Square.*



*A Semi-Circle.*

- Ask the athletes to concentrate on only one or two aspects of the skill at any one time.
- Check for understanding. Athletes tend to nod yes when asked “Did you understand?” whether they understand or not.

Try asking open questions which require more than a yes or no answer, as they make the athletes think, and their answers will give you better information to work with.

### Examples of Open Questions:

- “Where do you put (your front foot)?”
- “What should you do (with the racquet head)?”
- “How will you (beat the defence)?”
- “What do you think the problem is (with your landing)?”

## FEEDBACK

Giving feedback is an essential part of the coaching process. Constructive, positive feedback is important to your athletes, both for their improvement and their self-esteem. Always tell your athletes what they are doing right.

Tips for effective feedback:

- Be positive and encouraging.
- Give feedback as soon as possible after the performance or game has ended.
- Be specific so the athlete is clear about what you expect.
- Focus on behaviour or actions that can be changed.
- Use words the athletes can understand - keep it simple for beginners.
- Encourage your athletes to give you feedback about how their performance "felt".
- Feedback should tell the athletes more than they have figured out by doing it themselves.



### Examples of Effective Feedback

*"Remember to bend your knees when you jump."*

*"Keep looking up when you land."*

*"Yes, that was much better - good follow-through!"*

*"Your footwork was good, now do the same again, keeping control of the ball this time."*

### Examples of Ineffective Feedback

*"Jump higher!"*

*"Don't drop your head when you land!"*

*"No, that was a terrible stroke!"*

*"Your footwork was excellent - but your grip was wrong, you lost control of the ball and you didn't see the defender!!"*



*Choose a simple skill from your sport and make some notes on how you would go about teaching that skill to your athletes.*

*What are the key words or phrases you would use?*

*What are some typical feedback comments?*

# Notes

# Notes

# Sport Safety

## CREATING AN INJURY FREE ENVIRONMENT

One of your most important roles as a coach is to ensure that your athletes have an injury free environment in which to train and compete. There is a risk of injury in most sports, some more so than others. However with careful planning, the effective coach can keep these risks to a minimum:

- Record the medical history of your athletes.
- Warm up, cool down and stretch before and after each session.
- Ensure your athletes are fit enough and have the skills appropriate for the level at which they are competing.
- Ensure that the facilities and equipment used are safe and appropriate.
- Check the ground and weather conditions for safety.
- Match the athletes' physical skills and abilities to provide balanced competition.
- Follow the rules of the game. Many of these rules are designed with safety in mind.



*What are some common risks or hazards in your sport?*

*How could you, as the coach, minimise these risks during training and competition?*

## WHAT IF AN INJURY OCCURS?

As the coach you should be prepared to deal with an injury if and when it occurs. SPARC recommends that all coaches have a first aid kit on hand, and that they complete a recognised first aid course.

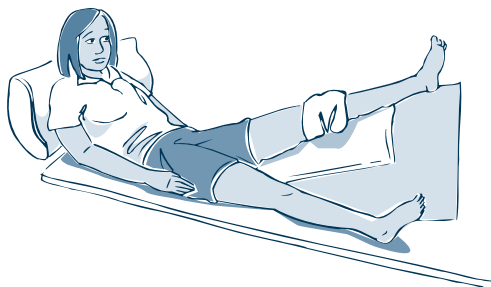
If the injury is serious, for example a broken bone, neck injury, severe bleeding, or the athlete is knocked unconscious, call for help from a doctor or ambulance.

It is a good idea for the coach and team to have a pre-organised “Emergency Action Plan” ready to deal with emergencies if they occur.

## SOFT TISSUE INJURIES

Soft tissue injuries eg a sprained ankle or pulled hamstring, are the most common injuries that occur in sport. Taking the correct steps to treat these injuries when they occur (**R-I-C-E**), can significantly minimise the damage, allowing a speedy return to the sport.

- Rest** Remove the athlete from the activity immediately
- Ice** Apply ice to the injured area as soon as possible. The ice should be wrapped in a damp towel and applied for 20 minutes every 2-3 hours for the first 24 hours following the injury.
- Compression** Apply a wide elastic bandage firmly over a large area covering the injured part. Compression is most effective in stopping bleeding and reducing swelling.
- Elevation** Raise the injured limb above the level of the heart to reduce the pooling of blood in the injured area.



If you suspect the injury may be serious, or there has been no improvement within the first 48 hours, a medical diagnosis (**R-I-C-E-D**) is essential.



*Is there a first aid kit immediately available at your club or school?  
If so, where is it kept?*

*Who in your team is trained to administer first aid?*

## RETURNING TO SPORT AFTER INJURY OR ILLNESS

When recovering from an injury, many athletes are tempted to return to the sport earlier than they probably should. This puts them at risk of doing further, more serious damage.

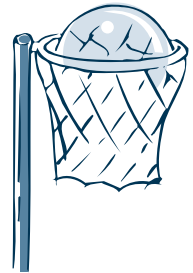
As the coach you should take steps to ensure your athletes do not come back too early, and carefully monitor their performance when they are ready to return. If in doubt, ask the athlete for a medical clearance from his or her doctor.

## ATHLETES' SELF ESTEEM

As well as planning for the physical safety of your athletes, you should also consider their emotional safety, that is, your athletes' self esteem.

Self esteem refers to how people see themselves and this is influenced by their environment, their life experiences, and also by the reactions of others, for example, peers, parents and, in this instance, the coach.

As the coach you should encourage your athletes and ensure they feel good about themselves. Remember that your athletes' self-esteem must stand aside from their sporting performances. Whether they play well or badly, win or lose, they are still unique worthy people, and the coach must always make this clear.



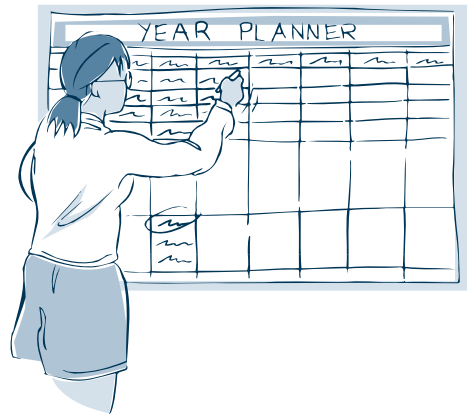
# Notes



# Planning

Being an effective coach involves being a good manager and a good organiser. Time at practice is precious and the more time you spend organising, the less time there is for learning and having fun.

If you and your athletes are to achieve the goals you set together, you need to plan where you are going, and what you have to do to get there. How you manage your athletes and organise your coaching sessions will reflect these goals.



## PLANNING THE SEASON

Planning your whole season may seem like a big job, but it will certainly make your life easier in the long run. Use the following checklist to get you started:

### Planning Your First Meetings For Athletes And For Parents/ Caregivers

- Make a list of what's needed for the season eg uniforms, subs, equipment etc.
- Set your practice times and, if necessary, book facilities.
- Decide on what extra help will be required eg parents/caregivers, transport, a team physio.
- Decide on a system for notifying people if practice or competitions are cancelled.

## PLANNING

### What Information Will You Require?

- A team list with names and phone numbers.
- A list of your key contact people - club, school, association, parents/caregivers.
- Relevant information about your athletes, eg, health, age, skill level, position etc.
- Dates and venues of competitions or round robin play.
- The rules and requirements for your competitions.
- Dates of school and other holidays.

### PLANNING THE COACHING SESSION

When planning your coaching session, keep it simple - coaches usually don't have the time or energy to make complicated plans for every session. Five minutes spent planning the night before could save you 20 minutes on the day. (Refer to the sample session plans provided at the end of this handbook).

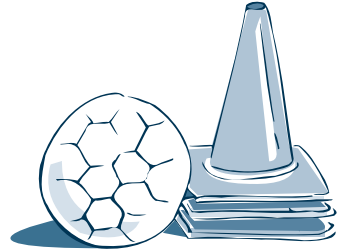
- Decide on a focus or goal for each session, to which all the activities are related.
- Select one or two simple drills/activities and develop your own variations.
- Remember to allow for the different rates at which individuals will learn.



## TIPS FOR BEING ORGANISED

As you gain experience in coaching, you will develop your own systems and routines for running your sessions. Here are some tips to get you started:

- Plan in advance (the session plan)
  - what are you going to do?
  - what equipment will you need?
- Ensure the athletes know when and where practice is, and that you start on time.
- Establish routines for:
  - getting equipment out and putting it away;
  - forming groups quickly;
  - getting everyone to stop and listen (eg a whistle).
- Use instruction cards for the activities you use most frequently.
- Be organised ..... but be flexible!



## ORGANISING ACTIVITIES

Activities can be organised in a variety of ways. For example:

- 1 All the athletes work as one group on the same activity at the same time. This assumes you have sufficient equipment and the activity is suitable for all levels of skill.
- 2 Small groups work on the same activity. Groups are based on skill level with activities modified to suit each group.
- 3 Small groups in a circuit work on different activities for the same skill, or different skills, and rotate around. This solves the problem of insufficient equipment.
- 4 Different activities are set up and the athletes decide what activity to start on and when to move on. Use this once good routines have been established. Limits may need to be set on the number at each activity.

## INVOLVING THE ATHLETES - MAXIMISING PARTICIPATION

The key to running an effective coaching session is keeping the athletes active and involved for the maximum time available:

- Involve your athletes in planning and decision making.
- Spend minimal time on organisation.
- Keep your explanations short and to the point.
- Provide plenty of activity - keep the waiting-in-line time to a minimum.
- Include a variety of games and activities that are challenging, but not beyond the skill level of the athletes.
- Avoid elimination games as athletes get left out - usually the less skilled.
- Choose activities that give a better chance of success and provide plenty of positive feedback.
- Ensure that you have enough equipment to go around.



## THE ELEMENTS OF AN EFFECTIVE COACHING SESSION



### Introduction

Greet everybody as they arrive and gather them together for a quick chat about your aims for the session. This is also a good time to give some positive feedback on the last session or the game on the weekend, and to ask the athletes for ideas for improvement.

### Warm Up

Warming up is important to prepare your athletes' bodies for physical activity, and to get their minds on the job. There are three stages to an effective warm up:

1. Aerobic exercise - 5-10 minutes of non-specific exercise, for example light jogging to bring the body up to its optimum working temperature.
2. Mobility exercises - stretching, taking the body through the full range of movement beginning with general stretches and ending with more specific stretches.
3. Specific exercises - practising the basic movements and skills of the sport or activity, for example simulated game drills.

### Skill Learning

The best time for practising new skills is early in the session, when the athletes are fresh and focused. Spend a brief amount of time revising previously learned skills, (this may form part of your warm up), before introducing new skills. Beware of losing the effect of the warm up with lengthy instructions and discussions.



### Game Skill Practice

Give the athletes opportunities to practise the skills they have learned in competition-like situations. Give feedback about skills, tactics and strategies. The skill practice may provide sufficient fitness training for your athletes, or some extra fitness activities may be included.



### Cool Down

This is an important part of the recovery as it returns the body to a resting state gradually. The length of the cool down depends on how hard the work out was. Generally 5-10 minutes of low intensity exercise is sufficient. The cool down is also the best time to work on flexibility.

### Evaluation/Closure

The evaluation can occur both during and immediately after the coaching session as part of the closure. Discussing how the session went will not only provide valuable feedback for you the coach, but will also help your athletes feel more involved in the process.

To finish, clarify when you will see the athletes next. If you are competing, go over the arrangements for the game or competition, for example, where to meet, what time and what to bring.



*Develop a session plan for your next coaching session that includes the elements outlined above. Read the sample session plans provided at the end of this section to help you.*

## COMPETITION DAY

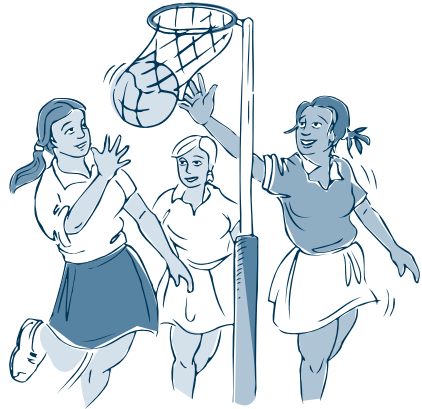
Being well organised at competitions will make them more enjoyable for everyone involved - the coach, the athletes and the supporters. Teams that are well organised are also more likely to perform to their potential.

### Before ...

- Arrive in plenty of time before the competition starts.
- Check the game or race time and make sure your athletes know where and when to meet.
- Hand in any team lists or scratchings that are required.
- Check that any equipment required is ready to go.
- Be positive and encourage all your athletes to feel good about themselves and confident.

### During ...

- Encourage your athletes, but let them play their own game.
- Make sure they have drinks available when needed.
- Provide them with positive feedback during breaks in the competition - give them only one or two key points to focus on.



### After ...

- See that the opposing team, officials and other helpers are thanked after the competition.
- If appropriate, have a quick team talk after the event.
- Check that you have all your equipment when you leave.
- Make sure everybody has all their personal belongings (and transport home).
- Finish with a reminder for the next practice.
- Note down a few pointers to work on.



## COACHING SESSION PLAN

**SPORTS TEAM / ATHLETE:** United Under-12 Hockey Team

**DATE:** 10th June **VENUE:** Kensington Park

**TRAINING OBJECTIVES**

- Develop the skills of pushing and trapping the ball.
- Keep working on the correct hand grip on the stick.

**EQUIPMENT**

Hockey Sticks  
 8 balls (1 between 2 players)  
 10 cones

**NOTES / INJURIES**

Sam's sprained his ankle, back next week.  
 Don't forget to pick up the new uniforms!!

**TIME PLANNER**

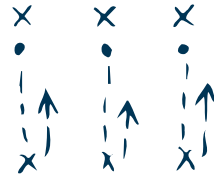
5-10 mins	Introduce the session
	Demonstration - few key points
5-10 mins	Warm up and stretch
20-30mins	Skill drills (2) - pushing and trapping
	- drink stop, quick talk
10 mins	Mini Hockey Game
5-10 mins	Cool down and stretch - comments on the session



### DRILLS AND DIAGRAMS (INCLUDE DIAGRAMS OF DRILLS)

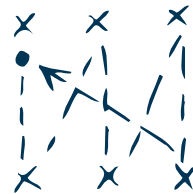
#### Drill 1

- In pairs facing each other
- push ball slowly so got time for trapping technique
- low posture when pushing
- follow through



#### Drill 2

- Push ball following the criss-cross pattern
- start with 1 ball then add a second (or 3rd if really good)
- technique - must trap ball dead before passing on



#### Cool Down

- light jog
- spend at least 5 mins stretching!!

### EVALUATION

Great session - didn't spend enough time on the first drill - they lost the technique under pressure!

\*\* Spend time with John on Thursday to get his grip right.

The new uniforms are GREAT!!

## COACHING SESSION PLAN

**SPORTS TEAM / ATHLETE:** South Brighton Board Paddlers

**DATE:** Thursday 28th Nov

**VENUE:** Beach (or river)

### TRAINING OBJECTIVES

- Finding the optimum body position on the board
- The transition from lying to kneeling

### EQUIPMENT

Board  
(rash shirts or wetsuit if cold)

### NOTES / INJURIES

- If the surf's up we'll do a river session.
- Nigel is away - exams

### TIME PLANNER

5-10 mins	Warm up
	Head out the back, beyond the break
10 mins	-Changing body position on the board - forward/back
10-15mins	Transition - lying/kneeling Alternate 10 x 30secs
10 min	Fitness - pyramid
5-10 mins	Cool down

### SESSION BREAKDOWN

Warm Up - jog on the beach (5 mins) - stretch - light paddle (2mins out and back)

Finding a Good Body Position - Shift body backward and forward on the board -experiment to find the optimum position so the nose doesn't dive - where do you get the best run?

Transition - lying/kneeling - alternate lying and kneeling 10 x 30 secs - rest inbetween - keep the board moving forward - hands on rails - try to do it in one fluid movement

Fitness - 30secs on/10 secs off 60 on/10off 90 on/10off  
2mins on/10off

- and back down again (x2 if time)

- 70% Steady Pace

Cool Down - jog and stretch (5-10mins)

### EVALUATION

River session - really enjoyed it - everybody was enthusiastic

Good body positions when they start out, but not so good when they started doing transitions. - need more flat water river sessions

\*\* Ring Nigel - when do exams finish?

# Notes

# NATIONAL COACH ACCREDITATION PROGRAMME (CNZ)

SPARC (Sport & Recreation New Zealand) offers a coach accreditation programme for all levels of development from the beginner (Getting Started) through to coaching performance athletes (Level 3).

Coaches involved in the programme gain practical skills and knowledge that increases their status as coaches and results in long-term benefits for coaches, athletes and their national sporting organisations.

**Getting Started in Coaching** provides an entry point for individuals wishing to get involved in coaching. This course is designed for the first time coach and covers basic introductory concepts.

**Coaching Athletes with a Disability: Getting Started** is aimed at coaches, teachers and recreational workers with little or no experience in sport for people with a disability. It provides participants with an awareness of the needs of people with a disability and some basic coaching tools and strategies to assist with coaching in an integrated setting.

**Level 1** is aimed at coaches with limited coaching experience. It provides the practical skills and knowledge required to plan, conduct and evaluate a basic coaching session.

**Coaching Athletes with a Disability (CAD)** is designed for coaches, programme co-ordinators and administrators involved in organising sport for athletes with a disability. The CAD course details coaching techniques, physiological considerations and the general principles of coaching these athletes.

**Level 2** is for coaches seeking more information to improve their own knowledge and the performance of their athletes. It enlarges on the art of coaching and applies knowledge and skills to coaching a series of sessions.

At **Level 3** there is an emphasis on sport science and its practical application. This course focuses on obtaining optimal performances from both the coach and the athlete through encouraging coaches to examine their approach to coaching and their coaching methods.

Coaching courses up to Level 2 are delivered by the regional sports trust network. Level 3 courses are co-ordinated by SPARC and delivered in 3 main centres (RSTs) throughout New Zealand.

For more information about SPARC's coaching courses please contact the Sport Development Officer at your regional sports trust or contact the SPARC Development Team at SPARC.



