

Summer Task

Unit 6 – Learning Aim A

**Level 3 BTEC National Diploma in
Sport & Exercise Science**

Coaching for Performance and Fitness

You MUST complete all tasks.

You will not get any lesson time to complete these tasks when you return in September.

Learning aim A: Investigate coaching for performance and fitness A1 Skills and knowledge for coaching for performance and fitness

Learners should understand the skills required for performance and fitness coaching and their application to promote development:

Grading Criteria

A.P1 Describe coaching for performance and fitness and the methods used to support athlete development.

A.M1 Explain coaching for performance and fitness, the methods used to support athletes and the role technology may play in athlete development.

A.D1 Analyse coaching for performance and fitness, and the use of technology and supporting professionals to support athlete development.

Task 1 In order to meet the different grading criteria for Learner Aim A1 which are the skills and knowledge of for coaching for performance and fitness you will need to:

- **(PI) Briefly introduce the key content**
 - Define the attribute – what is it?
 - What does it mean?
- **(PI) Describe the skills/ knowledge**
 - What is its importance to coaching and performance?
 - What does it mean to participants?
- **(MI) Explain the importance of the key content**
 - When would a coach implement the skill/ knowledge?
 - How would the coach implement it? You must use examples?
 - Why would a coach require the skill/ knowledge?
- **(DI) Analyse and justify the importance and implementation of the key content**
 - What is the impact of the skill/ knowledge into coaching?
 - How would it impact on their coaching ability? Use examples from your own experience.
 - When, how and why would key content have impact on players/ athletes?
 - What are the advantages of coaches implementing the skills/ knowledge effectively?
 - What are the disadvantages if sport coaches do not implement the skills/ knowledge?

USE THE INTERNET TO HELP YOU BUT YOU WILL NEED TO EXPAND ON ANY DEFINITIONS YOU FIND – DO NOT JUST USE WIKIPEDIA etc!

Writing framework for each of the key content complete the following

1. **Explain Key content (what is it)**
2. **Importance of Key content to success of coaching & developing performance and fitness**
3. **How could the coach implement key content into coaching activities (use examples from personal coaching experience)**
4. **Impact of not implementing key content into coaching (provide examples from own experiences)**

Example

For example (as a minimum): Pass Level

Motivation

Motivation refers to the desire or willingness to do something or perform and persist in a specific task. Motivation in sport is of extreme importance because it is what allows that persistence and growth in the development stage of a successful athlete. As they grow as individuals or professional sports people, they will continually be required to overcome any difficulties and obstacles they are faced with, and without motivation and the drive to persevere through difficult moments e.g. sporting injury, then they will not be victorious in their field, they will not succeed.

As a coach, they are required to be motivational towards their athletes to ensure they continue to enjoy the challenges they are set in their sport, and aim to succeed regardless of difficulties, the coach should also maintain their own levels of motivation, because that way it becomes easier for them to motivate others.

Coaches could plan progressively challenging practices for their athletes, to maintain their motivation levels and help them to take part in and persist in training and competitions. It would be good for coaches to verbally motivate their team, by providing examples such as 'Usain bolt did not become the fastest man in the world without facing failures, injuries and difficulty' to show them that it is okay to have a bad day, but what's important is how they persist through negative moments in their sporting life. The coach could use intrinsic or extrinsic motivation with their athletes, an example of intrinsic motivation could be 'If you continue with this training programme, by the end of 6 weeks you should be able to beat your personal best in the 100 meter sprint' although this has no physical reward, it is a personal achievement that motivates some athletes.

A lack of motivation from the coach will cause athletes to lose interest in training because they are not getting that psychological support that they require from their coaches, and they may possibly become ammotivated especially if they have an already weak mindset. This could massively reduce their levels of performance in both training and competition, which will negatively affect their fitness and the coaches' reputation, because it's under his/her control to keep their athletes motivated.

Too add to this:

For Merit –

- Explain how - providing detailed examples:
- How can a coach motivate their players?
- How can coaches motivate themselves?
- Provide examples from your own experiences:
- Coaches and teachers who have delivered sessions to you
- Your experiences as a coach

For Distinction –

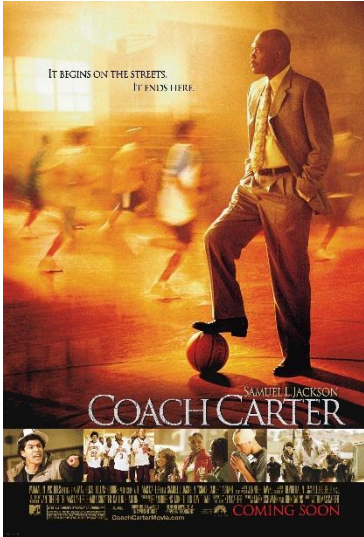
- What is the positive and negative impact of coaches who do this effectively? This will secure the Dist level as part of your analysis.

Task 2 A2 Qualities for coaching for performance and fitness

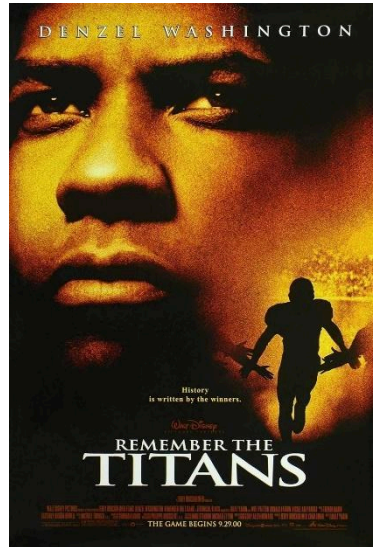
Case Study and review on qualities for coaching for performance and fitness

Watch the following films:

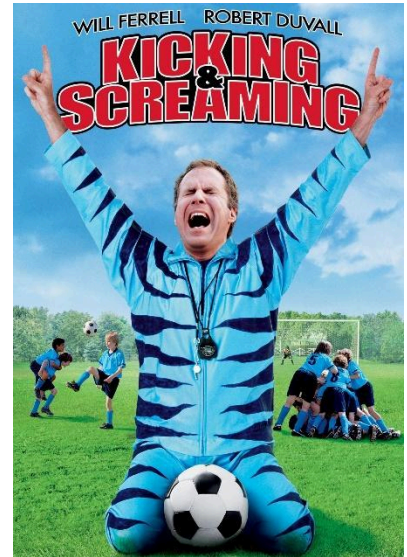
Coach Carter 2005 (12A)



Remember the Titans 2000 (PG)



Kicking & Screaming (2005)



While you watch the films above, review the qualities demonstrated by each of the coaches.

For the coaches, evaluate the range of qualities and write a report which includes as many of these key content:

* **EXPLAIN** means to give reasons for your answer!!

*You must reference where this information has been taken from which can also include the internet and books**

** Ensure you use the key terms **from the key content and specification**

*** This should be a detailed paragraph for each of the skills and knowledge

Grading Criteria

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A2 Qualities for coaching for performance and fitness Learners should understand the qualities required for performance and fitness coaching:

- **Professionalism:**
 - time keeping
 - a positive attitude

- positive role modelling o knowledge
- proactivity
- problem solving abilities
- adaptability o empathy
- approachability
- personal prep/appearance
- enthusiasm
- positivity
- appropriate levels of confidence
- reflective skills
- ability to be analytical and observant
- ability to be responsive and reactive o awareness of individual athlete's ability
- experience and fitness.

A3 Best practice for a coach for performance and fitness

- Safeguarding.
- Disclosure and Barring Service (DBS)
- Equal opportunities
- Qualifications and continuing professional development (CPD)
- National Governing Bodies (NGBs)

Assessment Criteria you will be marked against for your case study review of the different types of coaches and their qualities.

Essential information for assessment decisions

Learning aim A

For distinction standard, learners will complete an analysis of the skills, knowledge, qualities and best practice required to deliver coaching for performance and fitness. They will also analyse the use of technology and supporting professionals to support athlete development. Learners will include practical examples to support the analysis, and these can be drawn from coaching activities or relevant life experiences. Within their analysis, learners will identify clear reasons for the inclusion of each element and how they sit within coaching for performance and fitness sessions.

For merit standard, learners will explain the skills, knowledge, qualities and best practice required to deliver coaching for performance and fitness, and selected methods used to help support developing athletes. They will also detail the role technology may play in supporting athlete development, giving examples to support their points. They will complete this explanation by breaking down coaching situations and the requirements of a performance coach to study and make judgements on the impact of the methods and technology.

For pass standard, learners will discuss the skills, knowledge, qualities and best practice required by a performance and fitness coach, detailing the methods and technology they may use to support the development of athletes. Examples of coaching and fitness sessions could be used to illustrate and support discussion points.

As you can see the style of writing and the content that is needed at Level 3 is much more than what you have previously done.

You will need to make sure that you FULLY EXPLAIN within your work as this is the PASS level criteria. Do not copy and paste. You can use some of the work on this template to help you but you will need to reword it, reference it (show me where you can find the information on the internet etc) and put it into your own words.

To help you explain, try to include pictures or diagrams and imagine you are telling a friend the information who knows nothing about coaching – you would need to be able to clearly explain to them, what they mean in context to coaching and the impact were for example why and how they are advantageous to players and performers.