

Task 1.1 C System for Coaching

| Describe the key principles of the C System for Coaching and how these would impact on your coaching of children. | |
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| The Cs: | Key Principles and Impact on Coaching |
| Competence | <p><i>Positive view of one's actions with appropriate mastery of Fundamental Movement Skills, Sport Specific Skills and Cognitive development expected at a child's stage of development.</i></p> <p><i>Participants should be in a coaching environment where appropriate techniques and skills are learnt in a progressive and enjoyable way. Competence means the coach can actually do what claim they can do.</i></p> |
| Confidence | <p><i>An internal sense of overall positive self-worth, capability and ability to improve.</i></p> <p><i>Participants should enjoy success when practicing and receive positive and beneficial feedback</i></p> |
| Connection | <p><i>Positive bonds with people, institutions and sport</i></p> <p><i>Participants should:</i></p> <ul style="list-style-type: none"> <i>work by themselves and in groups so they enjoy the benefits of team play</i> <i>understand and state the benefits of exercise</i> |
| Caring and Compassion | <p><i>Have an understanding of people's own individual life experiences and backgrounds, be supportive and allow for individual differences.</i></p> <p><i>Participants should practice in an environment that treats each individual with compassion and helps to foster a supportive and inclusive environment.</i></p> |
| Creativity | <p><i>Finding one's own solutions</i></p> <p><i>Participants should be encouraged to find their own solutions to problems so they learn and understand rather than simply copying and repeating</i></p> |
| Character | <p><i>Respect for societal and cultural rules, possession of standards for correct behaviours and a demonstrable sense of right and wrong.</i></p> <p><i>Participants should practice in an environment that respects players, coaches, officials and the rules of all sports</i></p> |

Level of Attainment: Learners must clearly and correctly identify each aspect of the system (in any order), and identify at least ONE impact on coaching, clearly applying their example to the given aspect of the system.

Task 1.2: Long Term Development Through Sport and Physical Activity

Provide a summary of what long term development through sport and physical activity means to you, using development models and established stages of development to support your response.

Learner must be able to refer to at least three established stages of development and at least one recognised development model.

Example development stages e.g. Active Start as listed on page 8.

Example Development Models include LTAD (Bayli) and Youth Physical Development Model (Lloyd & Oliver)

The aim of a long term development through sport and physical activity model is to produce greater numbers of performers who are capable of achieving at the highest level and to provide a platform for coaches to encourage and support participants at every level to fulfil their potential and remain involved in sport, whatever the level of performance.

The emphasis is on promoting principles of good coaching practice that are associated with both improving individual performance and promoting the benefits of lifelong involvement in sport.

Level of Attainment: *To successfully complete this sub-task, learner must be able to refer to at least THREE established stages of development and at least ONE recognised development model.*

Task 1.4: Communicating with Disabled Participants

Describe the importance of communication when working with disabled participants. Be sure to consider both mental and physical disabilities and identify the changes which may be necessary for participants.

Communication is important because it helps to ensure the safety of both the impaired participants, as well as the wider group. These considerations can be demonstrated through the following:

- *Gain the person's attention before speaking*
- *Look directly at the person while speaking and speak evenly, not too fast or slow.*
- *Adjust the difficulty of activities, or ensure they can be completed with limited movement, if necessary.*
- *Provide printed copies of activities*
- *Replace the whistle with visual cues*
- *Ensure, in an appropriate way, the whole group are aware of an individual's communication skills or difficulties*

Level of Attainment: *Learners must consider changes to participants with both mental and physical disabilities, at the very least. Learner is required to provide at least ONE solution for a mental disability and ONE solution for a physical disability. These can exist as part of one coaching scenario or within separate coaching scenarios.*

To help frame responses, the workforce may wish to introduce and discuss the following scUK document, Quick Code: Inclusive Coaching with the cohort as part of the teaching programme:

<https://www.sportscoachuk.org/sites/default/files/Quick-Guide-to-Inclusive-Coaching.pdf>

Task 1.5: Mature Adults

What considerations should be made when developing multi-skills activities to mature adults over the age of fifty? Consider both your planning and the delivery.

Examples include:

- *Adjust the space required to actively take part in an activities (decrease space)*
- *Adjust the time of the activity, as part of the plan or, when in action, during delivery*
- *Source suitable alternatives if equipment is considered too heavy or potentially dangerous*
- *Reduce the speed of the activity (e.g. walk not run)*
- *Plan for longer warm-ups*
- *Deliver static warm-ups as opposed to more strenuous warm-ups.*

Level of Attainment: *Learners must provide at least TWO solutions based on the age of one participant or a group of participants. These must be safe and reasonable solutions. The learner must demonstrate how to consider at least ONE issue during the planning stages and at least ONE issue during delivery. These may or may not come from the scenario.*

Task 1.6: Youth Development Models

Discuss the similarities and differences between the following two versions of the Youth Physical Development Model.

- Male Youth Development Model
- Female Youth Development Model

You can use this video as a supporting resource to help inform your answer : <https://www.youtube.com/watch?v=01Mge4agsSw&t=7s>

Key Principles from the model:

- *Fundamental Movement Skills are important for both males and females in all stages of development but should be prioritised by coaches until the onset of puberty.*
- *Sport Specific Skills do not become a priority until after Fundamental Movement Skills have been developed*
- *Strength training (bodyweight control exercises) are a priority for males and females at all development stages*
- *Endurance and Metabolic Conditioning are deprioritised as they remain highly trainable into adulthood.*
- *Mobility is a physical quality required throughout child development but is not a priority at any specific stage*
- *Power, Speed and Agility do not become priority areas until puberty and adolescence*
- *Hypertrophy is not a priority until late adolescence*
- *Training should become more structured at the later stages of development whilst earlier stages should be focused around play and lower structure.*

Key difference from the model:

- *On average girls are expected to reach puberty earlier than boys therefore the model has a skew to the left, indicating earlier development of females in the female model.*

Level of Attainment: Learner must be able to identify at least TWO of these or similar Key Principles from the model. Learner must be able to identify the key difference from the model.