

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 |
| Confidence | Use first name when giving praise to the children for Fundamental Movement Skills (FMS) and Sport Specific Skills (SSS) activities completed. ++ |
| Connection | Is related to the ability to build positive bonds with people and institutions (i.e. clubs, school), resulting in successful relationships with family, in school and in the community. ++ |
| Communication | Develop specific drills that highlight the role of communication eg: silent football or rounders (non verbal), river crossing (verbal) ++ |
| Character and caring | Are based on exercising respect for societal and cultural rules, possessing standards for correct behaviors, a sense of right and wrong, and a sense of sympathy and empathy for others. ++ |
| Creativity | Is about players being able to find their own solutions to problems. Use problem-solving, guided discovery and games to ensure children have to think for themselves and ++ |
| Competence | Is about developing the player's positive view of their own ability to do the right things at the right time. Ensure you plan and use developmentally appropriate activities |

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.

Traditionally, physical education in schools, recreational sports, and elite sports have all been developed separately. This approach is ineffective and can be expensive. It fails to ensure that all children, including those who may have the potential to become elite athletes, are given a solid foundation and knowledge base—physical, technical, tactical, and mental—on which to build their athletic abilities.

LTAD is an inclusive model that encourages children to get involved in lifelong physical activity by connecting and integrating school physical education programs with elite sport club programs and recreational sport programs in the community. Through its holistic approach, LTAD considers physiological, psychological, and social development so each athlete develops as a complete person.

Coaches, and parents should also remember that moving from one stage to another is based on the child's development and not just chronological age; however, chronological age can be used as a guide. Some stages also identify a developmental age. For example, the beginning of the growth spurt identifies a specific developmental age, which occurs at widely varying chronological ages. Males and females develop at different rates, and their ages differ through the stages. LTAD, therefore, requires the identification of early, average, and late maturers to design training and competition programs that match athletes' trainability and readiness.

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 isn't just about talking, it's also listening. When you're communicating with someone with a learning/ physical disability as a coach you need to think about your tone of voice and your body language, as well as the words you use.

Find a good place to communicate in - somewhere without distraction. If you are talking to a large group be aware that some people may find this difficult.

Listen attentively and never pretend to understand

If a person speaks in a manner that is difficult for you to understand, be patient. Listen carefully and wait for her/him to finish. Clarify what the person said—reflect what you heard and let the individual respond. Ask short questions that can be answered by a “yes” or “no” (or a nod or shake of the head). Note: Someone who does not speak is “nonverbal” or “without speech”—not “mute.”

Check with the person that you understand what they are saying e.g. "the ball is flat? Is that right?"

If the person wants to take you to show you something, go with them.

Watch the person; they may tell you things by their body language and facial expressions.

Learn from experience - you will need to be more observant and don't feel awkward about asking parents or carers for their help.

Take your time, don't rush communication.

Use gestures and facial expressions. If you're asking if someone is happy or unhappy, make your facial expression unhappy to reinforce what you're saying.

Be aware that some people find it easier to use real objects to communicate, but photos and pictures can really help too.

Wait for a response and instructions when offering assistance

Always wait until an individual accepts your offer, then listen to the instructions or ask for suggestions.

Remember, everybody is unique, so take the time to ask the person you're communicating with what works best for them.

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.

Many older people believe that exercise is no longer appropriate. Some of the common barriers that prevent older people participating in physical activity are as follows; cost, transport, medication, mobility, fear, previous experiences, Loneliness, Safety concerns, Attitude, expertise, social support to name but a few.

As well as the undeniable health benefits of physical activity, it is important to consider what prospective participants see as important in attracting them to any physical activity programme.

- Provide social activities in addition to participation and competition opportunities.
- Maintain fees and costs at an affordable level.
- Keep equipment requirements to a minimum.
- Find out the most convenient times and days for the activity to take place.
- Promote realistic role models.
- Market the fun and social benefits of physical activity rather than just images of fitness

Aware of Par-q's and medication implications

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 difference between these two models is the maturational status that occurs between the 2 sexes is different (peak height velocity) happens at different stages due to females starting puberty 2 years earlier than men.

Key similarities are that both models will training adaptation, physical qualities and training structure

Strength training is a priority for both models throughout all phases as long as it's supervised by a high quality coach to ensure LTAD

Fundamental Movement skills (locomotion, manipulation, stabilisation) are important for both models and another priority in the pre pubertal stage and take priority over Sports specific skills otherwise this can have an adverse effect.