



# **Non-Examined Assessment**

## **Band 4 Exemplar Learner Response**

**NCFE Level 1/2 Technical Award in  
Sports Studies (603/7010/5)**

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## Introduction

The following are sample learner responses for each task within an assignment alongside examiner commentary for each assignment. They show how learners might respond and can help assessors in making their overall marking decisions.

### Learner responses

Each learner response should demonstrate what a **mark band four / top band** response looks like alongside any evidence that is required to be completed. All responses use content from the mark schemes and align with the standards in the mark band descriptors and indicative content.

### Assessor commentary

The assessor commentary demonstrates why the responses given throughout the assignment meet the criteria for the mark band they have been awarded. The assessor commentary will be linked to, and supported by, the descriptors in the mark scheme.

Task 2 (a) - Development of a series of 5 coaching plans		
Band	Marks	Descriptors
4	10–12	<p><b>AO4 - Excellent demonstration</b> of the components of a sports coaching session plan that is comprehensive and highly detailed, to create x5 sports coaching sessions. Supported by <b>highly relevant</b> examples of sports injury prevention methods and coaching techniques to develop and measure skills that is comprehensive and <b>highly detailed</b>.</p> <p><b>AO2 - Excellent</b> application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification are <b>highly detailed and highly relevant</b> to the requirements of the brief.</p>
3	7–9	<p><b>AO4 - Good demonstration</b> of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by <b>mostly relevant</b> examples of sports injury prevention methods and coaching techniques to develop and measure skills that is comprehensive and <b>mostly detailed</b>.</p> <p><b>AO2 - Good</b> application of knowledge and understanding of the requirements of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification are <b>mostly detailed and mostly relevant</b> to the requirements of the brief.</p>
2	4–6	<p><b>AO4 - Reasonable demonstration</b> of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by examples that have <b>some detail</b> of sports injury prevention methods and coaching techniques to develop and measure skills that has <b>some detail and some relevance</b> to the brief, though may be underdeveloped.</p> <p><b>AO2 – Reasonable</b> application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification have <b>some detail and some relevance</b> to the requirements of the brief, though may be underdeveloped.</p>
1	1–3	<p><b>AO4- Limited demonstration</b> of the components of a sports coaching session plan that is comprehensive and mostly detailed, to create x5 sports coaching sessions. Supported by examples that have <b>minimal detail</b> of sports injury prevention methods and coaching techniques to develop and measure skills that has <b>minimal detail and minimal relevance</b> to the brief, <b>mostly superficial</b>.</p> <p><b>AO2 – Limited</b> application of knowledge and understanding of the components of a sports coaching session plan to develop x5 sports coaching sessions. References to skills classification have <b>limited detail and limited relevance</b> to the requirements of the brief and is <b>mostly superficial</b>.</p>
0	0	No rewardable material

## **Project brief**

### **Setting**

You are working for your local authority as a community activator coach apprentice.

### **Participants**

Within your role, you are helping with the delivery of sports coaching sessions to a wide range of groups. The group that you will be working with are learners who are teens / young adults based in a local secondary school. This consists of the delivery of a wide range of sports within lessons in which learners take part and develop their skills and techniques. The group will have a minimum participant size of eight.

Each sport is delivered over a six-week period during a half term, and there is a clear and structured plan for the development of skills and techniques within this time.

When planning for the delivery of the sports coaching sessions, a wide range of elements will need to be considered by the coach. This includes information in relation to their PE (physical education) curriculum, sports injuries to make sure activities are safe, information relating to leadership styles, roles and responsibilities of a coach, motivation of participants, skill classification and physical factors that can affect performance.

### **Scenario**

You have been asked by the PE teacher at a local secondary school to develop and deliver a series of sports coaching sessions over a half term period leading to a competition in the form of a tournament / round robin during the final week of term. This should all be focussed on one sport and show progression over time in relation to the skills and techniques being developed within the coaching sessions. In total, you should plan a minimum of five coaching sessions covering weeks one to five, (each for a minimum of 60 minutes) and allow the final week (week six) for the competition, which would be suitable for a minimum of half a day.

Each session should have a clear session plan, outlining the skills and techniques to be developed and the approaches you will use to do this.

You will deliver the first coaching session, demonstrating some of the coaching techniques that have been developed across the duration of this course. Following this session, you will review your strengths and weaknesses and make revisions of the next 4 sessions where appropriate.

You will develop a sports competition plan although you are not expected to demonstrate or review this.

As part of your own personal development as a community activator coach apprentice, it is important that you can evaluate your own performance. You should evaluate the process you have been through from start to finish using completed learner logs, and refer to these where appropriate when completing an evaluation. Your evaluation should make clear links to your leadership styles demonstrated when undertaking the different elements of your roles as well as a review of the roles and responsibilities that you took on when leading the session.

### Task 1: research and development

#### Evidence:

A written / word processed document:

- booklet containing all task requirements
- a copy of your internet browsing history for websites used in your research.

Within this role of a community activator coach, you will work with lots of different clients and individuals. You will need lots of different skills and knowledge to be able to do this well. In this booklet, I am going to explain the following:

- different leadership styles coaches could use
- the roles and responsibilities of a coach, with supporting examples
- overview of skills classification
- outline of the key components of a sports coaching session
- an overview of the common causes of sport injuries and preventions methods
- examples of different solutions to barriers that may affect participation in sport.

#### Leadership styles

There are 3 main types of leadership styles that a coach could use when leading sports coaching sessions. These are:

- democratic
- autocratic
- laissez faire.

A democratic leadership style is where the coach/leader allows the group to make decisions together. A sports coach using this style would involve the team in decision making, such as what activities to do as part of a coaching session or what games they would like to do at the end of a session. The coach would also listen to the ideas and opinions of the team members, and make decisions based on the input of the group as a whole. This can help to build a sense of ownership and commitment with all of the participants, as well as promoting trust and a sense of team working.

An autocratic leadership style is where the coach/leader makes all the decisions and doesn't take input from the group. A sports coach using this style would be in complete control of the coaching sessions, deciding what drills to run, what techniques to focus on and how to run all parts of this session. They would give orders and expect them to be followed, and they would not take any suggestions or ideas from the players. This style can be effective in a sports coaching sessions, especially when the coach is trying to teach a specific skill or strategy and wants to make sure that it is done in a specific way. However, it can also create a lack of motivation and commitment among the team members, who may feel undervalued and unimportant and they then start to mess around.

A laissez faire leadership style is where the coach/leader gives the group a lot of freedom and doesn't provide much guidance. A sports coach using this style would give the team a lot of autonomy during coaching sessions, and would not provide much direction or instruction. The coach would give the team the freedom to practice and work on their own without much supervision. This style can be effective in a sports coaching session when the team is made up of experienced and skilled players who know what they need to work on. It can also create a sense of ownership and responsibility among the team members. However, it may not be as effective with less experienced teams or teams that need more guidance and direction to improve.

#### Assessor comments:

The response demonstrates an excellent level of knowledge and understanding regarding sports leadership, coaching, skills classification, and the other content areas, which is comprehensive, highly detailed and relevant to the brief (AO1).

When working with teens and young adults in a secondary school, I think a mixture of autocratic and democratic leadership styles are the best way to go as a coach. I would suggest starting with a democratic leadership style so that participants get used to the rules and expectations of the session. Sometimes, teens and young adults may mess around in sessions, especially with new coaches so it is important to have clear and consistent boundaries. Over time, you can then introduce bits of democratic leadership into your coaching style to help keep participants motivated and to help provide variety within sessions.

### **Roles and responsibilities of a coach**

As a coach, you have many different roles and responsibilities when working with participants. A role is something that you do to help develop your players or participants. The role that you play for 1 player, may be different for a different player – this depends on their individual needs as well as what you want to develop within them. Shown below are some of the roles that a coach can play:

- skills developer
- motivator
- communicator
- developing self confidence

A coach will be a **skills developer** for all of their players, especially when working with teens/young adults. It is important that a coach can work with players to develop their skills and help participants improve over a period of time. Skills are developed in a wide variety of ways, often with clear communication, good demonstrations and lots of feedback. Participants will develop skills at different speeds and at different times, so it is important that a coach has lots of patience when working with participants.

All coaches should be good **motivators**. Motivation is important to participants within sport, but different participants need motivation for different reasons. When working with teens/young adults, some participants may need motivated just to participate, as some participants may not like sport, may not be very confident and it is important that the coach motivates them. They may do this by breaking activities down into bite size chunks, giving lots of feedback and having 1-1 conversations with them. Participants that are more confident and more able may need motivated to keep them engaged and to stretch and develop their skills. The same methods will be used to motivate these participants, but they will need to change their approach depending on each individual .

All coaches should be good **communicators**. Coaches need to lead their participants and communicate regularly throughout all sessions. Coaches will need to communicate in a range of ways, both verbal (using their mouth) and non verbal (using hand signals). It is also important that coaches are able to listen to their participants really well. This will help them to provide any help and guidance that is needed to help participants improve. When working with teens and young adults, it is essential that all communication is clear. Instructions should be clear and concise, demonstrations should be used often and the coach should ask lots of questions to check that participants understand what is required.

Finally, coaches will have to be able to **develop self-confidence** of participants. This will be different for different participants, but it is important that coaches are able to do this. This will be done by working 1-1 with participants, providing regular feedback and getting to understand the reasons why confidence may be low. As mentioned above, this may be because participants don't like sport, or maybe other issues that teens/young adults may be facing.

### **Assessor comments:**

The leadership styles are all examined and discussed with an excellent level of detail (AO2).

Valid judgements are made with regards to use of three leadership styles and the discussion regarding the relevant issues is comprehensive (AO3).

Responsibilities of a coach depend on who they are working with and what their role is. Responsibility means things that you are in charge of, or things that you are expected to do. Shown below are some of the responsibilities that a coach should be aware of:

- knowledge and understanding of the sport
- developing specific skills
- creating a safe environment
- planning innovative skill development sessions
- monitoring sports performance:
  - performance analysis
- evaluating skill development.

It is really important that a coach has **knowledge and understanding of the sport** that they are in charge. This is to make sure that they can plan proper training sessions that will improve participants and most importantly, are safe. If a coach is leading sessions for contact sports or other sports that are more technical, if they do not have good knowledge of the sport and how to coach it, participants may get injured. This links with **creating a safe environment**. To do this, the coach should be organised, plan for any risks and make sure that all communication is clear and concise. It is the responsibility of a coach to make sure that all participants are safe throughout the session. When working with teens and young adults, coaches need to make sure all of the above is in place, and they are observing their participants throughout the session.

It is the responsibility of any good coach to **plan innovative skill development sessions**. Innovative means planning fun/different and engaging sessions which will help to keep all participants motivated. All sessions should be planned, but it is important that the coach plans sessions that gradually improve skills and develop these over time. When working with teens/young adults, it is important to keep sessions fun, to regularly change activities to keep participants engaged, but also to make sure that the basics have been learnt before moving onto more difficult **specific skills**.

The final responsibilities I am going to explain start with the important of **monitoring sports performance**. Coaches should be observing participants at all times, reviewing the progress they are making and then changing activities and communication depending on what is needed. If performance is monitored regularly, the coach will know who is doing well and who isn't, and they can then make changes as they need. When monitoring sports performance, they will also **evaluate skills development** and use this to plan future sessions. When working with teens/young adults, coaches need to do this regularly, provide feedback to participants and make sure all sessions are planned and organised.

**Assessor  
comments:**

There is an excellent amount of detail presented regarding the roles and responsibilities of a coach with an exceptional outline of the four main roles (AO1).

The roles and responsibilities are then applied to sporting situations with an excellent level of detail (AO2).

An examination of how each coach's role can benefit performers is then given in excellent detail with all judgement made being highly comprehensive and relevant (AO3).

### **Skills classification**

Skills classification is a way of grouping different types of skills based on their characteristics and how they are performed.

As a sports coach, environmental stimuli means the different factors in the environment that can affect the way a skill is performed. For example, whether you are playing inside or outside, the weather conditions, or the level of competition can all be considered environmental stimuli.

For example, if a coach is trying to teach a new skill to a player, it's important to consider the environment in which the skill will be performed. A skill that works well inside a sports hall may not work as well in a muddy or wet field. You should try and match the environment that the skill will be used in when developing and practicing this skill.

Knowing how the environment can affect the performance of a skill is important for a coach in order to make changes to the training and session to make sure that the skill can be performed well in different conditions. It also helps the coach to select the right skill for the right game situation.

As a sports coach, there are different types of skills classification that you can use to group and understand the different skills that your players need to learn and perform.

One type of classification is open skills and closed skills. Open skills are performed in a more unpredictable environment, such as a game of basketball where the actions of the other team can change the course of the game. Closed skills are performed in a consistent and predictable environment, such as a free throw in basketball.

Another type of classification is gross motor skills and fine motor skills. Gross motor skills are the larger movements of the body, such as a rugby tackle, while fine motor skills are the smaller and more precise movements, such as throwing or catching a ball.

Knowing these types of classifications can help the coach to understand what type of skills the participants need to develop and how to train them accordingly.

Different types of practice are also used depending on the skill being learned. For example, for closed skills, repetitive practice is often used to perfect the skill. For open skills, randomised practice is used to help the performer adapt to different situations.

Overall, skills classification helps to understand and categorize the different types of skills and how to practice and improve them effectively.

### **Assessor comments:**

There is an excellent level of recall of knowledge and understanding given here with regards to the different skills classifications (AO1).

They are also very well applied to different sporting situations, with the applications made being accurate (AO2).

The information provided adds to the overall quality of the written response and demonstrates an excellent level of knowledge and understanding that a coach will need.



### **Components of a sports coaching session**

As a sports coach, when you plan a coaching session, there are several different components that you should consider in order to make the session effective and successful for your participants.

The first component you need to consider is the warm-up. This is the part of the session where you get your participants ready for the main activity by increasing their heart rate and preparing their muscles for the workout. This is normally done by one or two pulse raising activities which gradually increase in intensity, mixed in with a range of stretches to prepare the body for the session ahead.

The next component to think about is skill introduction and skill development. This is the part of the session where you focus on teaching and practicing specific skills that are needed in the sport. It could be specific exercises or drills tailored to focus on one skill or multiple skills. You will normally introduce it, practice it in a number of different ways and as a coach it is important that you provide lots of feedback here.

A third component is the game or conditioned game. This is where you put the skills and strategies learned in the practice into a simulated game situation. A conditioned game is where you put certain rules in place in the game, and this often links to the skill you have been developing. For example, if the skill you have focussed on developing is passing, then the condition in the game will be linked to passing.

The final component of a session is the cool-down. This is the part of the session where you bring your participants' heart rate and breathing back to normal and help to prevent injury by stretching and other recovery exercises. As part of this, you may also do a debrief where you provide feedback to the group of participants.

Overall, having a well-planned coaching session with a balance of these components will help your participants to develop their skills, improve their performance over time and stay safe when taking part in sport.

### **Assessor comments:**

This section provides an excellent breakdown of all the relevant components of sports coaching session, accurately explaining each (AO1).

Examples and accurate judgements are made throughout resulting in a comprehensive overview of a sports coaching session (AO2 and AO3).

### **Common causes of sports injuries and prevention methods**

As a sports coach, it's important to know what can cause injuries so you can try to prevent them. Shown below are some common causes of sports injuries:

**Overtraining:** Repeatedly using the same muscles or joints without proper rest can lead to injuries like tendonitis. When working with teens and young adults, it is important to be careful not to train/play too much as their bodies are still developing and we don't want to put too much stress on the body.

*This could be prevented by having rest days in between training sessions as well as making sure training sessions are not too long, or not too intense.*

**Poor technique:** Using the wrong or poor technique can put extra stress on certain parts of your body, leading to injuries. This is really important in contact sports such as Rugby as if you have the wrong technique when tackling, there is a very high chance of getting injured.

*This could be prevented by coaches paying very close attention, especially with new participants when they are learning new skills to make sure they have been learnt correctly and that the fundamentals have been fully understood.*

**Lack of warm-up and cool-down:** Not properly preparing your body before and after training or games can make you more likely to get injured. If you take part when your muscles are not properly warmed up, there is a good chance of straining a muscle. This is also the same if you are not mentally prepared, if you have been messing around with friends and then all of a sudden, take part in a high intensity training session, you are more likely to get an injury.

*This could be prevented by coaches planning and leading clear and effective warm ups and cool downs. Coaches should explain the process and purpose for warm ups so that participants are aware of what they are doing, and why they are doing this so they can lead themselves in future.*

**Rule breaking and foul play:** This is even more important in sports which have high levels of contact such as football and rugby. If you or your opponents do not follow the rules, then there is a high chance of injury as the rules are in place to minimise the contact.

*This could be prevented by coaches making sure rules are being followed in training sessions and that all sessions are safe.*

*When taking part in games, it is important for players to follow the rules, for officials to administer the rules and for coaches to make sure that their players are playing safely.*

There are also some external factors that can potentially lead to injuries:

**Equipment:** Using equipment that is worn out or not properly maintained can increase the risk of injury. For example, using a damaged helmet and pads in cricket could lead to you picking up an injury.

### **Assessor comments:**

The main common causes of the different sports injuries are all clearly stated and in good detail. Below each is also a well-outlined overview of how to prevent (AO1).

Examples to specific sports have been given throughout, and well explained and accurate judgements have been reached for each injury / prevention method (AO2 and AO3).

*This could be prevented by coaches making sure all equipment is safe before it is used within a session. Coaches and participants should take care of equipment within the session and regularly check it throughout.*

Environmental factors: Playing in extreme temperatures, or playing on poor or uneven surfaces can make you more likely to get injured. In England, weather is often not great meaning that some sports pitches for rugby and football could be dangerous and potentially lead to injuries.

*This could be prevented by coaches making sure all pitches are safe prior to participation in sport. Where temperatures are extreme, coaches should make sure that players are hydrated by including drinks breaks. Referees should make sure that pitches are playable at all times, and even if the game does start, to monitor this throughout the performance.*

Inappropriate clothing and footwear: Wearing clothes or shoes that are not appropriate for the sport or weather conditions can lead to injuries. For example, often when working with teens/young adults, participants may try and take part in sport in jeans which could restrict movement. Additionally, teens and young adults may not have the proper footwear such as plimsoles or trainers without proper cushion.

*This could be prevented by coaches making sure that participants are appropriately dressed before they take part in exercise. This should be done by checking clothing and footwear is suitable for the environment they are participating in.*

It's important to be aware of these causes and take steps to prevent injuries as a coach. Being organised and planning for risks is really important so you can try and reduce the chance of an injury and control this as much as possible.

### **Barriers that can affect participation in sport and their solutions**

When working with teens and young adults, there are a range of barriers that may impact on their ability to participate in sport. These are shown below along with some potential solutions:

- Growth spurts affecting physical dexterity

When working with teens/young adults who are suffering from growth spurts affecting their physical dexterity, it is important to work closely with participants to make sure the level of intensity and type of training they do is safe and appropriate.

Teens and young adults will develop at different times and their bodies will develop at a different speed.

- Lack of confidence

When working with teens/young adults who are suffering from a lack of confidence, there are a range of solutions that may help. When working with a coach, the coach can provide regular feedback and support to try and help motivate the individual. As well as this, the individual may go to different sessions based on their age/gender/ability that may help them to train with participants who are or a similar level, which may help to improve confidence.

- Self esteem

When working with teens/young adults who are suffering from low self esteem, role models could be used to try and help motivate the participant and boost their self esteem. Similar to confidence, there are other solutions that may help such as taking part in sessions with people of a similar age/gender and ability.

- Body image

When working with teens/young adults who are suffering from confidence issues relating to their body image, again role models could be used to try and help motivate the participant and boost their self esteem. As well as this, greater access to facilities and activities may be a solution to aid with this barrier. This could be through different sessions being offer, different activities, family packages or even remote sessions to allow the individual to train alone. There are lots of solutions available, however it is important that coaches work closely with individuals to understand the barrier, and provide appropriate solutions that may help to remove this barrier.

- Peer pressure

When working with teens/young adults, peer pressure is a common issue. Teens/young adults may not want to participate because their peers do not like that sport or activity. To help with this, it may be that the participant wants to participate with other people their age and may find sessions for their age group/gender/ability which may help them to make new friends.

### **Assessor comments:**

The main barriers that can affect participation in sport have clearly been stated, with a valid explanation of the solutions that can be provided to prevent each barrier.

Again, as through the rest of this response for Task 1, all information is highly relevant to the discussion and task brief and complements the rest of the response in a comprehensive manner.

Overall, this response models a top band answer due to its consistent use of comprehensive, highly detailed and highly relevant information.

**Task 2 (a): development of a series of five coaching plans**

**Evidence:**

- 5 x sports coaching session plans, each lasting a minimum of 60 minutes.

To complete this task, I have developed 5 sports coaching session plans for the sport of badminton.

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – basic shots To improve knowledge of basic shots in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

**SESSION PLAN 1**

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury. Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (25 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Start with the basic skills of holding the racket, footwork, and basic strokes like the forehand net shot and backhand net shot. Allow the players to practice these skills with their partner, providing feedback and guidance as needed.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

**Assessor comments:**

The learner has included five comprehensive and highly detailed lesson plans, all demonstrating the correct components, with highly relevant activities, coaching points and session information (AO2 and AO4).

There is an excellent emphasis on skills development throughout, and considerations for progression in the games activities demonstrate an excellent application of knowledge and understanding (AO2).

Aim/Activity	Organisation/Equipment
<p>Coaching points:</p> <p>Forehand net shot:</p> <ul style="list-style-type: none"> <li>• Basic grip</li> <li>• Racket arm out as non racket leg pushes off</li> <li>• Hand on playing arm relaxed</li> </ul> <p>Backhand net shot:</p> <ul style="list-style-type: none"> <li>• Backhand grip</li> <li>• Reach across the body in front of body</li> <li>• Racket arm out as non racket leg pushes off</li> <li>• Hand on playing arm relaxed</li> </ul> <p>Games (20 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – types of serve and their importance To improve knowledge of types of serve in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippery floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

### SESSION PLAN 2

<b>Aim/Activity</b>	<b>Organisation/Equipment</b>
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury.</p> <p>Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Start by demonstrating the proper grip, stance, and motion for the FH and BH short serve. Have the players practice these serves with their partner, providing feedback and guidance as needed.</p> <p>Repeat with the FH and BH long serve, learners to then practice aiming into hula hoops at the front and back of the court.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Coaching points: Short serve:</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Hold shuttle by one feather</li> <li>• Non racket arm straight out</li> <li>• Racket comes out to meet shuttle</li> <li>• Racket moves back and comes forwards to hit shuttle out of the hand – disguise is key.</li> </ul> <p>Long serve</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Hold shuttle by one feather</li> <li>• Non racket arm straight out</li> <li>• Racket comes out to meet shuttle</li> <li>• Step in a you make forward contact with shuttle to generate power</li> <li>• Racket moves back and comes forwards to hit shuttle out of the hand – disguise is key.</li> </ul> <p>Serving game (10 minutes): Learners to then practice aiming into hula hoops at the front and back of the court receiving points for accuracy. Learners should focus on alternating the power, length and disguise of the serve depending on the location of the hula hoop. Winner is the individual with the most points.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills from weeks 1 and 2, divide the group into sets of doubles and play games, first to 11 match. If learners complete a serve that isn't returned by their opponent, this is worth double points. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	



<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – overhead clear and smash To improve knowledge of overhead clear and smash in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

### SESSION PLAN 3

<b>Aim/Activity</b>	<b>Organisation/Equipment</b>
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury.</p> <p>Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Start by demonstrating the proper grip, stance, and motion for the overhead clear and smash. Have the players practice these shots with their partner, providing feedback and guidance as needed.</p> <p>Coaching points:</p> <p>Overhead clear:</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Usain bolt pose, racket strings towards partner</li> <li>• Body weight behind shuttle</li> <li>• Point at shuttle with non racket hand</li> <li>• Racket follows through towards where the shuttle is aimed.</li> </ul>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Overhead smash</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Usain bolt pose, racket strings towards partner</li> <li>• Body weight behind shuttle</li> <li>• Point at shuttle with non racket hand</li> <li>• Step into the shot</li> <li>• Bring racket leg forwards to generate power.</li> </ul> <p>Learners to then engage in mini rallies, setting their opponent up to complete 5 smash shots. Once complete, set opponent up for 5 overhead clear shots.</p> <p>Technique test (10 minutes): Learners to then practice aiming into hula hoops at the back of the court. Learners should focus on alternating the power, length and disguise of the overhead clear. Points to be awarded for successfully hitting the hula hoop.</p> <p>Practice repeated for the overhead smash, bringing the location of the hula hoops forward. Winner is the individual with the most points.</p> <p>This to be repeated with the smash, focussing on the location where this lands.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. If learners win the point with a smash that isn't returned by their opponent, this is worth double points. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – drop shot and net lift To improve knowledge of drop shot and net clear in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippery floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

#### SESSION PLAN 4

<b>Aim/Activity</b>	<b>Organisation/Equipment</b>
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury.</p> <p>Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Start by demonstrating the proper grip, stance, and motion for the overhead drop shot and net lift. Have the players practice these shots with their partner, providing feedback and guidance as needed.</p> <p>Coaching points:</p> <p>Drop shot:</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Usain bolt pose, racket strings towards partner</li> <li>• Body weight behind shuttle</li> <li>• Point at shuttle with non racket hand</li> <li>• Racket follows through towards where the shuttle is aimed then down to non racket side – important to make contact, and not just tap the shuttle.</li> </ul>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>Hula hoops/cones</p>

Aim/Activity	Organisation/Equipment
<p>Net lift</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Bend racket leg</li> <li>• Step in on contact</li> <li>• Minimal back swing</li> <li>• Follow through to where you want the shuttle to go</li> </ul> <p>Learners to then engage in mini rallies, setting their opponent up to complete 5 drop shots, with a focus on disguise. Once complete, set opponent up for 5 net lift shots.</p> <p>Technique test (10 minutes): Learners to work in pairs, taking turns to set each other up. Learners to then practice aiming to land the drop shot between the service box and the net. Points to be awarded for successfully hitting the hula hoops.</p> <p>Practice repeated for the net lift, moving the location of the hula hoops backwards. Winner is the individual with the most points.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. If learners win the point with a drop shot that isn't returned by their opponent, this is worth double points. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – tactics in badminton (push, side to side, defensive T) To improve knowledge of tactics in badminton and be able to apply these in a game situation.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

### SESSION PLAN 5

<b>Aim/Activity</b>	<b>Organisation/Equipment</b>
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury. Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Introduce the idea of tactics to the group, and focus on 3 key tactics - push, side to side, defensive T.</p> <p>Push – forcing opponent to the back of the court with overhead clear shots and either catch them out or lure them forward with a smash/drop shot.</p> <p>Side to side – often shots focus on the centre of the court, move the opponent around to tire them out, and also to test their forehand and backhand.</p> <p>Defensive T – once a shot has been played, return to the centre of the court with the 'T' of the line markings in front of you. This will allow you to be in the best possible position to return any shot.</p> <p>Learners to then engage in mini rallies, attempting the different tactics as part of their play. All learners should attempt to try each tactic as part of their practice.</p> <p>Games (25 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Participants to focus on introducing the different tactics into their gameplay. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the tournament planned for week 6.</p>	

**Sports injury prevention methods**

The health and safety measures listed above are important when helping to prevent injuries during a badminton coaching session.

Checking equipment: Ensuring that the equipment is in good condition, such as the rackets and shuttlecocks, is crucial in preventing injuries. Broken rackets can snap during play and cause harm to the player or other players, and shuttlecocks with torn feathers can also lead to injury. Checking the equipment before the session (and keeping an eye on this throughout the session) ensures that any issues are identified and fixed before they become a problem during play.

Removing food and drink: Food and drink should not be allowed in the sports hall / courts, as they can cause slips, trips and falls, and even choking hazards. Removing food and drink from the playing area reduces the risk of accidents and injuries.

Correct clothing and footwear: Players should wear appropriate clothing and footwear for badminton such as shorts and t shirt, or even sports leggings. Clothing should be comfortable and allow for free movement, while footwear (suitable trainers) should provide good traction and support to prevent slips and falls. Wearing the correct clothing and footwear can prevent injuries such as sprains, strains, and blisters.

Ensuring courts are safe: The playing area should be free from hazards, such as loose flooring, wet or slippery surfaces, and obstacles that could cause players to trip or fall. Checking the court before and throughout the session and removing any hazards can prevent accidents and injuries. It is also good to train my participants to be aware of any risks and hazards to ensure that if something appears when I am with a different group, they can ensure the court is safe.

In summary, by implementing these health and safety measures, coaches can help to prevent injuries during a badminton coaching session. By ensuring that equipment is in good condition, removing food and drink, promoting appropriate clothing and footwear, and checking the playing area for hazards, coaches can help to create a safe environment for players to enjoy the sport without worrying about unnecessary injuries.

**Assessor comments:**

The learner has also included an excellent overview of sports injury prevention methods which is comprehensive and highly detailed (AO4).

**Task 2 (b): development of a sports competition plan**

**Evidence:**

- completed sports competition plan.

**Competition plan for tournament/round robin**

Shown below is my plan for a tournament/round robin for my participants. Before taking part in the competition, my participants have taken part in 5 training sessions which have developed their skills, knowledge and understanding of this sport. I have based my plans around having 12 participants. If participants numbers increase/decrease, I will amend the number of people in each group:

Group A

- Player 1
- Player 2
- Player 3

Group B

- Player 1
- Player 2
- Player 3

Group C

- Player 1
- Player 2
- Player 3

Group D

- Player 1
- Player 2
- Player 3

Fixtures (first to 2 sets, each set is the first to 11 points)

Player 1 v Player 2

Player 2 v Player 3

Player 1 v Player 3

**Assessor comments:**

The learner has selected a highly relevant sports competition plan, demonstrating an excellent level of knowledge and understanding of its main elements (AO1).

The plan has an excellent structure, includes appropriate timings and compliments the session plans well (AO2).

The judgment made regarding which competition plan to use is highly accurate, and the competition plan provided is highly relevant to the requirements of the brief (AO3).

Winner of each fixture receives 2 points. The tournament then splits into 3 pathways; Path 1, Path 2, Path 3. Players who came in position 1 in their group, move into Path 1. Players who came in position 2 in their group, move into Path 2. Players who came in position 3 in their group, move into Path 3. Players who are not currently participating, will be officiating each of the games.

**Path 1**

Semi Final - Group A v Group B

Semi Final - Group C v Group D

Final – Winner of each tie.

(first to 2 sets, each set is the first to 11 points)

**Path 2**

Semi Final - Group A v Group B

Semi Final - Group C v Group D

Final – Winner of each tie.

(first to 2 sets, each set is the first to 11 points)

**Path 3**

Semi Final - Group A v Group B

Semi Final - Group C v Group D

Final – Winner of each tie.

(first to 2 sets, each set is the first to 11 points)

All players will take part in a similar amount of games, and as the tournament progresses, they will play against other participants who have had similar results.



**Task 3 (a): delivery of a sports coaching session**

**Evidence:**

- video recording of the delivery of 1 sports coaching session
- completed supporting record of learner observation report (tutor) (template provided).

**Record of learner observation**

<b>Qualification</b>	NCFE Level 1/2 Technical Award in Sports Studies (603/7010/5)	<b>Learner name</b>	Learner A
<b>Date and time of observation</b>	10 <sup>th</sup> February 2023	<b>Assessor name</b>	Teacher 1
<b>Description of the learner's activity. Please include:</b>			<b>Assessment objective met</b>
<ul style="list-style-type: none"> <li>• <b>people present</b></li> <li>• <b>what was observed</b></li> <li>• <b>what the learner did.</b></li> </ul>			

Learner A independently planned their sports coaching session in the sport of badminton. The learner arrived early to the session, prepared all of the necessary equipment required for the session and made sure that the environment was safe to the session to take place.

The warm up was well organised and well delivered. Participants were engaged from the very start of the session, taking part in a suitable warm up which consisted of appropriate pulse raise activities and stretches. Communication was clear throughout and the coach managed all participants well.

Moving onto the main activities, these were well organised, well planned and well structured. Focus of the session was basic shots, which focussed on the forehand and backhand, and this was session 1 within the session plans.

**Assessor comments:**

The assessor has included a learner observation record of the learners' session alongside the video recording.

From this, it is clear that the learner has delivered a highly effective coaching session, which includes all of the core components needed for effective learning to take place (AO4).

The session was clearly safe, and the quality of the activities planned and delivered would significantly improve the participants abilities (AO4).

The learner led these effectively, providing a clear overview to the group about what activity was being done, why this was needed in the sport and how it was to be done. Demonstrations were clear and effective, feedback was regular and participants participated well throughout the session. At times, the odd number of participants did lead to the coach being a bit unsure as to what to do with the participant who was part of the group of 3. As well as this, some of the activities were completed quicker than the coach had planned, and this led to some participants becoming a bit bored.

The learner typically used an autocratic leadership style with the group, outlining what activity was being done and how it was to be completed. Traits of democratic were used at times throughout the session, however this was used sparingly.

Conditioned games were introduced and learners were split into ability groups and they were well matched. This helped the participants to stay engaged. The coach led this activity well, circulating around all groups and providing regular feedback.

The cool down was also administered well. Timing of this was appropriate, keeping participants engaged and leading to an appropriate cool down to take place.

Overall, a very positive session which was well organised, well led and helped to develop the skills, knowledge and technique of participants very well throughout.

<b>Assessor signature</b>	Teacher 1	<b>Date</b>	10 <sup>th</sup> February 2023
<b>Learner signature</b>	Learner A	<b>Date</b>	10 <sup>th</sup> February 2023

### Task 3 (b): review of a sports coaching session

#### Evidence:

- self-assessment of the coaching session and effectiveness as a coach, with a clear focus on:
  - leadership style
  - skills and qualities as a coach
  - responsibilities as a coach
  - motivation techniques.

Following the delivery of my coaching session (session plan 1, basic skills), I am now going to provide a self-evaluation of my effectiveness as a coach.

#### Leadership style

I believe that I had a mainly autocratic leadership style within my coaching session. This was because I was in charge of a group of teens/young adults and it was my first coaching session so I wanted to be quite firm as I was a bit nervous. As the session went on, I gave my players a choice at some of the activities that they did as part of the warm up (including choosing stretches), so this is me using a democratic leadership style. I feel it was important to have an autocratic leadership style to make sure the session was organised, to put clear rules in place and to help keep my participants engaged.

In future sessions, I think I will be more democratic as my participants will be aware of the type of session I am leading as well as I will know my participants a bit better. I feel this makes it easier to give them more of an input so that they now know what the plans and expectations are of the session.

#### Motivation techniques

I think that I motivated all participants well throughout this session. I did this by giving clear communication throughout the session, using regular feedback to praise participants and also giving feedback to help them improve their skills. I gave feedback by circulating the group, talking to participants individually and in pairs. As well as this, I tried to make sure that activities were quick and not boring. Some bits of this need more improvement as some participants completed some of the activities too quickly which surprised me. For example, some groups had completed, and were comfortable with the basic strokes within 10 minutes. These same groups played 3 / 4 games in the 20 minute period whereas other groups only played 1 / 2 games. I didn't have any ideas for new activities for them to complete so they repeated the activities that they had already done. In future, I need to have more ideas for activities that people can complete if they do things quicker than I expect.

The feedback I received from participants was really positive so I think that I motivated them all reasonably well within this session. Participants gave me some verbal feedback at the end of the session, where they shared lots of positives (liked the demos, my leadership style) as well as some areas to improve (more activities, more guidance for the lower ability players).

#### Assessor comments:

The review provides an excellent level of analysis and evaluation of the learners' effectiveness as a coach.

Their own leadership style has been analysed with excellent judgements being made, as well as the motivation techniques they used and their responsibilities as a coach.

The learner has also included a highly detailed and comprehensive analysis of their own skills and qualities shown (AO5).

### Skills and qualities shown

I think I demonstrated a lot of skills and qualities in this session. I have listed these below and described how I used these:

- communication – I think I communicated well in this session. I used verbal communication to explain the task and activity that we were doing, as well as to give feedback to my participants. When talking to the whole group, I think I spoke clearly and loud enough for all of my participants to understand what we were doing. I also used non-verbal communication well, by having positive body language and keeping eye contact with participants when giving instructions and feedback
- organisation – I think that I demonstrated good organisation skills throughout the session. I was early for my session, which allowed me to get all of the equipment ready and be prepared for my session. This allowed me a chance to check all equipment was ok and make sure that the session was safe. I was also organised in my planning with timings, and this helped to keep me on track.
- Feedback – I think I was good at providing feedback throughout my session. I often gave lots of 1-1 feedback to my participants. I did this by watching them take their shots, and provide them with feedback about what was good, and what could be improved. I think this feedback was positive as the participants often acted on the feedback/tips I gave them to improve their shots.
- Enthusiastic/positive – I was enthusiastic and positive throughout my session. I was giving lots of positive feedback and constructive criticism, and I did this to try and help motivate and encourage my participants.
- Professional appearance – I looked and acted professional throughout my session. I was dressed appropriately, in sports clothes which allowed me to look like a coach and also allowed me to demonstrate skills appropriately. I also acted in a professional way, making sure my phone was in my pocket and maintaining eye contact at all times with my players.
- Knowledge – I think that my knowledge of both badminton, and planning as a coach could improve further. Sometimes I struggled to think of other activities/extension activities that my players could do. I hadn't planned for different variations of each activity, or what I would do if I had less participants that I had planned for. In future, I can make sure I plan for this to help me have some different activities/ideas which I can use as part of my sports coaching sessions.

### Responsibilities as a coach

- Safe practice – the most important responsibility I demonstrated was safe practice. This is key when participants are taking part in sport and physical activity and I maintained safe practice throughout the session in a number of ways. Firstly, I checked all equipment and the environment to make sure it was safe. I then planned and delivered a safe warm up and cool down to ensure that participants were prepared for their exercise. Finally, I made sure participants knew the correct technique in the session and support them throughout to keep them safe across the whole session.
- Equality – I tried to treat all participants the same throughout the session, giving them the same instructions and same level of feedback to help them improve. As well as this, I tried to give them all the same playing time so that it was fair.
- Promoting rules and regulations – in the session I tried to promote rules and regulations as much as possible. I did this throughout the session by making sure my own rules and regulations were in place to keep people safe. When taking part in a game / conditioned game, I also introduced rules so that participants know the rules of badminton too.

### Assessor comments:

Each statement has been backed up with justification and evidence demonstrating the learners' competency in reviewing the different elements of their session (AO5).

**Task 4: revisit planning of future sports coaching sessions**

**Evidence:**

- updated session plans based on the feedback from Task 3
- rationale for changes.

Changes have been made to session plans and these can be found below. **All changes made have been highlighted**. Session plan 1 (shown below) was already delivered and hasn't been changed. Suggested amendments have been made to the other 4 plans which are yet to be delivered.

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – basic shots To improve knowledge of basic shots in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

**Assessor comments:**

The learner has demonstrated an excellent level of reviewing ability within this response. This is evidenced by the changes that they have made to their sessions based upon the feedback that they have received. The learner has highlighted such changes in yellow, making them clearly visible (AO1).

The most important aspect of their response is found in their rationale, which they have included at the end of their response, which is highly relevant and demonstrates excellent justification for their changes (AO2 and AO3).

**SESSION PLAN 1**

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury. Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (25 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. Start with the basic skills of holding the racket, footwork, and basic strokes like the forehand net shot and backhand net shot. Allow the players to practice these skills with their partner, providing feedback and guidance as needed.</p> <p>Coaching points:</p> <p>Forehand net shot:</p> <ul style="list-style-type: none"> <li>• Basic grip</li> <li>• Racket arm out as non racket leg pushes off</li> <li>• Hand on playing arm relaxed</li> </ul> <p>Backhand net shot:</p> <ul style="list-style-type: none"> <li>• Backhand grip</li> <li>• Reach across the body in front of body</li> <li>• Racket arm out as non racket leg pushes off</li> <li>• Hand on playing arm relaxed</li> </ul> <p>Games (20 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – types of serve and their importance To improve knowledge of types of serve in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

### SESSION PLAN 2

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury.</p> <p>Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p>
<p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. If there are odd numbers, some learners to work in groups of 3. 2 players will participate, the third will observe. Players will rotate every few minutes to give all players an opportunity to ensure all players have an opportunity to develop and contribute. Start by demonstrating the proper grip, stance, and motion for the FH and BH short serve. Have the players practice these serves with their partner, providing feedback and guidance as needed.</p> <p>Repeat with the FH and BH long serve, learners to then practice aiming into hula hoops at the front and back of the court.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Coaching points: Short serve:</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Hold shuttle by one feather</li> <li>• Non racket arm straight out</li> <li>• Racket comes out to meet shuttle</li> <li>• Racket moves back and comes forwards to hit shuttle out of the hand – disguise is key.</li> </ul> <p>Long serve</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Hold shuttle by one feather</li> <li>• Non racket arm straight out</li> <li>• Racket comes out to meet shuttle</li> <li>• Step in a you make forward contact with shuttle to generate power</li> <li>• Racket moves back and comes forwards to hit shuttle out of the hand – disguise is key.</li> </ul> <p>Additional activity (if needed) – firstly aim for bigger targets, then make the targets smaller. Next, move the targets to different locations. Another option may be to increase the points received based on the location of the target. Higher value targets in more complex location.</p> <p>Serving game (10 minutes): Learners to then practice aiming into hula hoops at the front and back of the court receiving points for accuracy. Learners should focus on alternating the power, length and disguise of the serve depending on the location of the hula hoop. Winner is the individual with the most points.</p> <p>Additional activity (if needed) – Make it competitive – first to 5 or 10 accurate serves.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills from weeks 1 and 2, divide the group into sets of doubles and play games, first to 11 match. If learners complete a serve that isn't returned by their opponent, this is worth double points. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate. If a learner wins a game, they move 'up' a court. If they lose a game, they move 'down a court'. This way, learners play against different individuals who will be of a similar ability to them.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	



<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – overhead clear and smash To improve knowledge of overhead clear and smash in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippery floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

### SESSION PLAN 3

<b>Aim/Activity</b>	<b>Organisation/Equipment</b>
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury.</p> <p>Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. If there are odd numbers, some learners to work in groups of 3. 2 players will participate, the third will observe. Players will rotate every few minutes to give all players an opportunity to ensure all players have an opportunity to develop and contribute. Start by demonstrating the proper grip, stance, and motion for the overhead clear and smash. Have the players practice these shots with their partner, providing feedback and guidance as needed.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles Hula hoops/cones</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Coaching points: Overhead clear:</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Usain bolt pose, racket strings towards partner</li> <li>• Body weight behind shuttle</li> <li>• Point at shuttle with non racket hand</li> <li>• Racket follows through towards where the shuttle is aimed.</li> </ul> <p>Overhead smash</p> <ul style="list-style-type: none"> <li>• BH/FH grip as appropriate</li> <li>• Usain bolt pose, racket strings towards partner</li> <li>• Body weight behind shuttle</li> <li>• Point at shuttle with non racket hand</li> <li>• Step into the shot</li> <li>• Bring racket leg forwards to generate power.</li> </ul> <p>Learners to then engage in mini rallies, setting their opponent up to complete 5 smash shots. Once complete, set opponent up for 5 overhead clear shots.</p> <p>Additional activity (if needed) – don't set the opponent up for smash shots – let it happen naturally in a mini rally and the smash to be utilised as the correct shot at the correct time.</p> <p>Technique test (10 minutes): Learners to then practice aiming into hula hoops at the back of the court. Learners should focus on alternating the power, length and disguise of the overhead clear. Points to be awarded for successfully hitting the hula hoop.</p> <p>Practice repeated for the overhead smash, bringing the location of the hula hoops forward. Winner is the individual with the most points.</p> <p>This to be repeated with the smash, focussing on the location where this lands.</p> <p>Additional activity (if needed) – firstly aim for bigger targets, then make the targets smaller. Next, move the targets to the left and right court (middle for smash, back for overhead clear) to vary direction. Another option may be to increase the points received based on the location of the target. Higher value targets in more complex location.</p> <p>Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. If learners win the point with a smash that isn't returned by their opponent, this is worth double points. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate. If a learner wins a game, they move 'up' a court. If they lose a game, they move 'down a court'. This way, learners play against different individuals who will be of a similar ability to them.</p>	

Aim/Activity	Organisation/Equipment
<p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.</p>	

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – drop shot and net lift To improve knowledge of drop shot and net clear in badminton and be able to perform these.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

#### SESSION PLAN 4

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury.</p> <p>Stretches:</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. If there are odd numbers, some learners to work in groups of 3. 2 players will participate, the third will observe. Players will rotate every few minutes to give all players an opportunity to ensure all players have an opportunity to develop and contribute. Start by demonstrating the proper grip, stance, and motion for the overhead drop shot and net lift. Have the players practice these shots with their partner, providing feedback and guidance as needed.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>Hula hoops/cones</p>

### Aim/Activity

Coaching points:

Drop shot:

- BH/FH grip as appropriate
- Usain bolt pose, racket strings towards partner
- Body weight behind shuttle
- Point at shuttle with non racket hand
- Racket follows through towards where the shuttle is aimed then down to non racket side – important to make contact, and not just tap the shuttle.

Net lift

- BH/FH grip as appropriate
- Bend racket leg
- Step in on contact
- Minimal back swing
- Follow through to where you want the shuttle to go

Learners to then engage in mini rallies, setting their opponent up to complete 5 drop shots, with a focus on disguise. Once complete, set opponent up for 5 net lift shots.

Additional activity (if needed) – don't set the opponent up for drop shots – let it happen naturally in a mini rally.

Technique test (10 minutes): Learners to work in pairs, taking turns to set each other up. Learners to then practice aiming to land the drop shot between the service box and the net. Points to be awarded for successfully hitting the hula hoops.

Practice repeated for the net lift, moving the location of the hula hoops backwards. Winner is the individual with the most points.

Additional activity (if needed) – firstly aim for bigger targets, then make the targets smaller. Next, move the targets to different locations to vary direction. Another option may be to increase the points received based on the location of the target. Higher value targets in more complex location.

Games (15 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. If learners win the point with a drop shot that isn't returned by their opponent, this is worth double points. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate. If a learner wins a game, they move 'up' a court. If they lose a game, they move 'down a court'. This way, learners play against different individuals who will be of a similar ability to them.

Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):

- Calf stretch
- Side stretch
- Shoulders and arm stretch
- Forward lunges,
- Shoulder rotations

Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the next session.

<b>Coach name:</b>	Learner A	<b>Date and venue:</b>	School A
<b>Aim of session / session objective:</b>	Badminton – tactics in badminton (push, side to side, defensive T) To improve knowledge of tactics in badminton and be able to apply these in a game situation.	<b>Duration:</b>	60 minutes
<b>Equipment required:</b>	2 x courts (or 4 x courts if possible), rackets, shuttles, cones, hoops	<b>Number of participants:</b>	10-12 (Teens/young adults)
<b>Potential hazards:</b>	Check for: damaged rackets, wet/slippy floor, inappropriate dress/footwear, food and drink	<b>Info on participants (medical etc)</b>	N/A

### SESSION PLAN 5

Aim/Activity	Organisation/Equipment
<p>Warm-up (10 minutes): Start with a light jog around the court to get the players moving and their muscles warmed up. Follow this with some stretching exercises to prevent injury. Whilst stretching, discussion to introduce today's topic.</p> <p>Skill introduction and skill development (20 minutes): Divide the group into pairs and provide them with a racket and shuttlecock. <b>If there are odd numbers, some learners to work in groups of 3. 2 players will participate, the third will observe. Players will rotate every few minutes to give all players an opportunity to ensure all players have an opportunity to develop and contribute.</b> Introduce the idea of tactics to the group, and focus on 3 key tactics - push, side to side, defensive T.</p> <p>Push – forcing opponent to the back of the court with overhead clear shots and either catch them out or lure them forward with a smash/drop shot.</p> <p>Side to side – often shots focus on the centre of the court, move the opponent around to tire them out, and also to test their forehand and backhand.</p> <p>Defensive T – once a shot has been played, return to the centre of the court with the 'T' of the line markings in front of you. This will allow you to be in the best possible position to return any shot.</p> <p>Learners to then engage in mini rallies, attempting the different tactics as part of their play. All learners should attempt to try each tactic as part of their practice.</p>	<p>2 x courts (or 4 x courts if possible), rackets, shuttles</p> <p>2 x courts (or 4 x courts if possible), rackets, shuttles</p>

Aim/Activity	Organisation/Equipment
<p>Additional activity (if needed) – participants have to pick a tactic, but not tell their partner. After the point / mini game, their partner has to guess which tactic was in place.</p> <p>Additional activity (if needed) – players agree which tactic they are going to use and tell their opponent. This can be varied by 1 player using a tactics, or both players using the tactic. The purpose is to get players using the tactics, talking about these and reflecting on positives/negatives.</p> <p>Games (25 minutes): Once the players have a basic understanding of the skills, divide the group into sets of doubles and play games, first to 11 match. Participants to focus on introducing the different tactics into their gameplay. This will give the players a chance to put their skills into practice and to develop their teamwork. Non players to referee where appropriate. If a learner wins a game, they move 'up' a court. If they lose a game, they move 'down a court'. This way, learners play against different individuals who will be of a similar ability to them.</p> <p>Cool down (5 minutes): light jogging around the court followed by stretches, both upper and lower body. Stretches held for longer (15+ seconds this time):</p> <ul style="list-style-type: none"> <li>• Calf stretch</li> <li>• Side stretch</li> <li>• Shoulders and arm stretch</li> <li>• Forward lunges,</li> <li>• Shoulder rotations</li> </ul> <p>Feedback (incorporated into cool down): Conclude the session by providing feedback and tips for improvement. Encourage the players to continue practicing and remind them of the tournament planned for week 6.</p>	

### **Rationale for changes**

Across sessions 2-5, I have made some changes to my session plans. These changes came from the feedback I received after delivering my first coaching session. The main area of focus to improve is to think of other activities/extension activities that I can use with my participants if they complete activities too quickly. Sometimes, I struggled to think of different ideas and activities that I could use. In addition to this, I have also included an idea as to how I could address the issue of odd numbers in groups.

In each of the session plans, I have introduced new activities that can be used to follow on from the main skills drills. In each session, these are focussed on practicing the skill further, in a mini game or competition with their partner/group. For example, the first progression is for participants to test the skill out in a mini rally, but without being set up to do the shot. The purpose of this is to test the players to find the right opportunity to use the shot in a rally and to use it properly. Following on from this, the next progression is for the participants to practice aiming their shots at targets, usually a hula hoop. To make this harder/to give some more variety, I would suggest moving the hula hoop left or right, so that the participants are not always hitting the shot in the same direction. In addition to this, the targets should increase in value depending on their location on the court, with higher value targets being in harder to reach parts of the court. This will further develop their skills and make them better. As well as this, making the targets a bit smaller e.g. using a smaller hula hoop, or some cones will make it harder and encourage the participants to be more accurate with their shots.

The purpose of all of the above is that they are lots of different, smaller games that I can use in my sessions to help keep my participants motivated and engaged. I have decided to use lots of little games to make it competitive and so that these activities/games last of a short period of time. There are lots of different variations so that if I do have a group that works really quickly on these activities, there should still be plenty of things for them to do. Finally, the plan is that each of these activities are a gradually more difficult, meaning that if participants do work through these, then they should continue to be challenged to improve their skills. Learners will also be 'levelled' and play against different opponents within the game situations as once a learner wins or loses a game, they will move to different courts. Over time, this will generate a bit of a ladder competition whereby learners who win will be at one end of the hall, and learners that do not win will play against other players with a similar record.



### Task 5: review and evaluation

#### Evidence:

- reflection, including specific strengths and areas for improvement (minimum 3 for each)
- action plan, containing future development needs for each of the 3 areas of improvement
- completion of learner log
- evaluation of own performance of project completion.

Following the planning of my coaching sessions, and my delivery of one of these sessions I think that my strengths and areas for improvement are shown below:

#### Strengths

- Communication – I think that my communication was a particular strength in this session as well as in my planning. When delivering my session, I explained things clearly and gave good demonstrations. I think that the questions I asked were clear and I used these well to check understanding. I also used my voice well to explain each part of the session, and to control the group.

When I was planning my sessions, I think that I wrote the session plans clearly so that they were easy for me to follow in the session that I delivered. I didn't check it that often, but when I did, it was clear what activity was coming up and what was needed to deliver this activity.

- Health and safety / organisation – I have put these both together as I feel that to have good health and safety as a coach, it is important to be organised. As a coach, I am very organised both in the planning, and delivery of the session. When I led my session, I was there early, set the courts up, checked all equipment and made sure everything was safe. This helped to make sure that the session delivered was safe and all equipment used was suitable.

When planning the sessions, I think that I was very organised and methodical, and included the equipment that I needed to collect and check before my session had started.

- Motivation skills – I think that my motivation skills were good within this session. My participants were all enthused in the session, took part in each activity and all of them seemed to get better as the session went on. I had good motivation skills by using clear communication to explain the task, and by having really positive and open body language.

I tried to have a laugh with my participants in the session, but in a way that was appropriate for a coach. I circulated around the participants well, giving them little bits of feedback or targets to improve their performance. As well as this, the activities I planned helped my participants to stay motivated, using little games for teens/young adults was a good way to get them competitive quite quickly.

#### Assessor comments:

The learner has provided an excellent analysis and evaluation of their own effectiveness as a coach.

All of the points made are highly relevant, and the response in general is highly detailed, with clear strengths and areas for improvement being explained in excellent detail.

A highly relevant, and highly detailed action plan is also included (AO5).

Developing self-confidence – I think that my ability to develop self-confidence of participants is a strength of mine. As I have described above, my communication and motivation skills are positive, and when working with lower ability participants this helps to improve their self confidence. Within the session, I noticed that the lower ability participants improved and also enjoyed participating in the session. In addition to this, the feedback received at the end of the session suggested that these individuals felt more confident about their performance and were looking forward to future sessions.

As described above, I developed the self confidence of my participants by providing clear and regular feedback about their performance, and also providing them with pointers on how they could improve their skills.

### **Areas for improvement**

- Knowledge of the sport – whilst my knowledge of the sport is good, I feel that it could still be improved. The reason I say this is that when I led my sports coaching session, I was a bit thrown off when the groups didn't match my plan, and also when some groups completed activities quicker than I thought that they would have. If I improved my knowledge, I would have more ideas for different activities that could be used as well as how I can adapt my session to the number of participants that I have. This would help me to plan and deliver better sessions for the participants that I am working with.

In order to help improve my knowledge, I plan to do complete the foundation award in badminton. This will help to improve my knowledge of badminton and gain an entry qualification as a coach. I intend to complete this over the next 6 months. This will take me 6 months as firstly I need to be 16 and secondly I need to find a course that is taking place in my local area.

- Planning skills – I need to improve my planning skills as a coach. I need to improve this as similar to the above, I need to be better prepared to plan and deliver coaching sessions to different groups of individuals. This will help me to have enough knowledge, experience and confidence to be fully prepared, which will help me to plan and deliver better and more effective sessions for my participants.

In order to help improve my planning skills, I plan to shadow a coach for a period of 10 hours. Shadowing a badminton coach will help me with lots of things, but firstly it will help me to see how an experienced coach will plan and deliver sessions to different groups of individuals. I plan to complete this 10 hours of shadowing over the next 2 months. This is realistic as I will be able to shadow this coach around my own commitments, and get experience of watching them working with different groups of participants.

- Confidence when working with different groups – the final area that I would like to improve is my confidence when working with different groups. Whilst I am confident in my ability as a coach, I think having exposure of working with different groups of participants, working across different sports will help me to improve my knowledge as a coach and in turn, help to improve my confidence.

In order to improve my confidence, I plan to take part in work experience, in which I work with coaches working with different groups of individuals. I plan to take part in 5 days of work experience, over the next two school holidays. I want to shadow coaches working with different learner to get experience as to how they lead groups, how they interact with their participants and how they communicate with their participants.

Learner Log and Action Plan				
Task Number	Preparation carried out:	Resources required:	Time needed:	Progress Log:
1	<p><i>Research different component parts that were required to complete the booklet.</i></p> <p><i>As well as this, I reviewed my notes from the lessons I had been in which covered some of the different topics.</i></p>	<p><i>Computers, textbooks, learner file/folder, VLE</i></p>	<p><i>4 hours</i></p>	<p><i>Lots of information came from my notes I had taken in lessons. I also used websites to help me think of some different examples and to explain things in different ways.</i></p> <p><i>It was pretty straightforward but longer than I thought. In future, I should make the booklet more visual.</i></p>
2a	<p><i>To help with this task, I researched lots of different sports and what coaching plans looked like for them.</i></p>	<p><i>Computers, textbooks, learner file/folder</i></p>	<p><i>3 hours</i></p>	<p><i>I realised there were lots of different components of a coaching session plan and sometimes it was hard to think of new ideas for my sessions.</i></p>
2b	<p><i>Understand different types of tournament / round robin, what these looked like and how these were put together.</i></p>	<p><i>Computers, learner file/folder</i></p>	<p><i>2 hours</i></p>	<p><i>I found this bit pretty easy to do. I developed this bit by bit which helped me to develop a good plan.</i></p>
3a	<p><i>To help me prepare for this task I watched my teacher and my coach closely to help me prepare. I also printed off my coaching plan before the session to help me think about what I was going to say and when, and to help me practice the session in my head.</i></p>	<p><i>Coaching session plan, sports equipment.</i></p>	<p><i>3 hours</i></p>	<p><i>I was really organised for this task and I think that this really helped me to do well.</i></p>
3b	<p><i>Review of feedback from my teacher, as well as reflection on my own performance.</i></p>	<p><i>Coaching session plan, tutor feedback</i></p>	<p><i>3 hours</i></p>	<p><i>I thought this activity went well as I used the feedback from my teacher, along with my own reflection to help me complete this task.</i></p>

Learner Log and Action Plan				
4	<i>To help with this, I used the research from task 2a, along with my evaluation from task 3b to help me prepare my changes.</i>	<i>Computers, textbooks, learner file/folder</i>	<i>3 hours</i>	<i>I found this activity pretty easy. I had the experience of leading my first coaching session, could help identify what went well and what didn't go well and this then helped me to change my plans and add in the things that would make it easier for me.</i>
5	<i>I used all of the information available to me to help me reflect on my performance across the whole task.</i>	<i>Computers, textbooks, learner file/folder</i>	<i>2 hours</i>	<i>I thought this activity also went well, from the different activities I was able to think about what went well and what could be improved further.</i>

Project Review	
What went well and why?	<p><i>Throughout my sessions, I believe that several things went well.</i></p> <p><i>Firstly, I was able to develop a clear and detailed plan for each coaching session for the sport of badminton. I took the time to research and understand the needs of my participants, and I developed a suitable plan for the 5 different sessions This allowed me to stay focused on the goals of each session and ensure that the plan that was developed was going to help develop skills for the sport of badminton.</i></p> <p><i>Secondly, I was able to deliver a good session and establish a good rapport with my participants during the coaching sessions. I made a conscious effort to actively listen to their concerns and provide feedback that was constructive and supportive. This helped my sessions to be delivered well and for all of my participants to take part and hopefully improve.</i></p> <p><i>Thirdly, I was able to deliver a successful coaching session that achieved the objectives that were set out. During the session, I used effective coaching techniques such as asking open-ended questions, active listening, and providing feedback.</i></p> <p><i>Lastly, I was able to reflect on my coaching practice and evaluate my strengths and areas for improvement. Through this process, I was able to identify areas where I did well such as communication, motivation and health and safety. I was also able to identify areas where I needed to improve, such as knowledge, planning and confidence.</i></p>

<b>Project Review</b>	
What did not go well and why?	<p><i>Two things in particular didn't go well.</i></p> <p><i>Firstly, I wasn't too happy with my booklet for task 1, I hadn't planned my time properly and this led to me creating a booklet that was really long and looked pretty boring. This helped me to plan my time better for future activities and be a lot more organised.</i></p> <p><i>Secondly, I think that whilst my coaching session went well and I received good feedback, I wasn't as prepared and organised as I would have liked as a coach. There were sometimes where when I had off numbers of participants I was a bit unsure of what to do. As well as this, I was unsure of what to do when my participants had completed some activities quicker than I had planned. Whilst this wasn't the biggest issue, I don't like when things don't go to plan.</i></p>
What changes would you make and how would these changes improve the outcome of the project if you were to do it again?	<p><i>If I was to do the project again, I would try and make a better plan for my tasks, especially the first task. I would do this to help me make sure that I have enough time to complete the tasks to the level that I want to. As well as this, I would put more detail into my coaching plans first time around. This will help me to plan for different situations that I hadn't thought about this time around, such as odd numbers of my participants completing tasks quicker than I had planned.</i></p>

<b>Action Plan</b>	
Area #1 – knowledge of the sport	<p><i>In order to improve my knowledge of the sport of badminton, I am going to set myself 3 goals (1 x short-term, 1 x medium term, and 1 x long term). Each goal will be based upon the SMART principles for goal-setting and will, therefore, be specific, measurable, attainable, realistic, and time-bound.</i></p> <p><i>Short-term goal = 'Within the space of two weeks, I will have booked myself onto a Level 1 badminton coaching course, and begun to read up on a badminton-coaching related textbook.'</i></p> <p><i>Medium-term goal = 'Within the space of 6 months, I will have completed a Level 1 badminton coaching course'</i></p>

<b>Action Plan</b>	
	<p><i>Long-term goal = 'Within the space of a year, I will have implemented the knowledge and understanding gained from my Level 1 coaching course into further coaching sessions at my local badminton club.'</i></p>
Area #2 – Planning skills	<p><i>In order to improve my planning skills, I am going to set myself 3 goals (1 x short-term, 1 x medium term, and 1 x long term). Each goal will be based upon the SMART principles for goal-setting and will, therefore, be specific, measurable, attainable, realistic, and time-bound.</i></p> <p><i>Short -term goal = 'Within the space of three weeks, I will have gained copies of planned coaching sessions from a more experienced coach myself and analysed their planning materials.'</i></p> <p><i>Medium-term goal = 'Within the space of 3 months, I will have used the knowledge gained from a more experienced coach and developed a more detailed session plan template for my own coaching.'</i></p> <p><i>Long-term goal = 'Within the space of 9 months, I will have implemented the knowledge and understanding of planning which I have acquired to deliver 10 more badminton sessions at my local badminton club.'</i></p>
Area #3 – Confidence when working with different groups	<p><i>In order to improve my confidence when working with different groups, I am going to set myself 3 goals (1 x short-term, 1 x medium term, and 1 x long term). Each goal will be based upon the SMART principles for goal-setting and will, therefore, be specific, measurable, attainable, realistic, and time-bound.</i></p> <p><i>Short -term goal = 'Within the space of three weeks, I will have observed two more experienced coaches than myself and made notes on how they work with different groups.'</i></p> <p><i>Medium-term goal = 'Within the space of 6 months, I will have received feedback from two separate coaches on the progress I have made when working with different groups in my coaching sessions.'</i></p> <p><i>Long-term goal = 'Within the space of a year, I will completed a CPD course on working with individuals with different characteristics in order to improve my empathy levels surrounding those from different backgrounds than myself.'</i></p>