Assessment Task for Stage 5: Year 10
Subject: PASS
Topic: Coaching Plan and Session

<table>
<thead>
<tr>
<th>Assessment Task No.</th>
<th>2</th>
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<tbody>
<tr>
<td>Due Date:</td>
<td>Part A: Term 3 Week 3 – 1st August 2014</td>
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<tr>
<td></td>
<td>Part B: Term 3 Weeks 4-6 in normal PASS lessons</td>
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</tbody>
</table>

THIS ASSESSMENT TASK CAN BE FOUND ON THE COLLEGE WEBSITE UNDER THE LEARNING AND TEACHING TAB

Submission Instructions
- Submit the task by handing to your teacher and signing a class list during your lesson on the due date.
- This cover sheet must be attached to the task.
- Penalty for late submission of an assessment task
  - Assessments submitted after the lesson on the due date will immediately receive a Thursday Workshop (2 hours) during which time the task will be completed and submitted, pending a note from parents explaining the absence.

PLEASE NOTE: THIS TASK WILL NOT BE ASSESSED BY YOUR TEACHER UNLESS YOU HAVE ASSESSED YOUR PERFORMANCE BY HIGHLIGHTING OR TICKING THE APPROPRIATE BOXES ON THE ATTACHED ASSESSMENT CRITERIA

Outcomes being Assessed

- 3.1 Demonstrates actions and strategies that contribute to enjoyable participation and skilful participation.
- 3.2 Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport.
- 4.1 Works collaboratively with others to enhance participation, enjoyment and performance.
- 4.3 Performs movement skills with increasing proficiency.
- 4.2 Displays management and planning skills to achieve personal and group goals
  (note: this outcome has been added to the assessment schedule)

Student Confirmation
By submitting the task for marking, I acknowledge the following:
1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to plagiarism detection processes for the purpose of detecting possible plagiarism.
3. Where the work of others is used and not acknowledged, a finding of plagiarism will be made, a Thursday detention issued and I will have to resubmit the task.
4. I have a copy of this assessment if the original is lost or stolen.

Student’s signature: ________________________ Date: ______________
TASK DETAILS

1. Description of the Task

You have been asked by the local sporting team to assist them with a coaching session after school. In the sport of your choice, you and your partners (Groups of 4) need to submit one coaching plan for the session. After this plan has been approved by the coach (Class Teacher), you and your partners will be required to conduct your session with a group of under 16’s players (your PASS class). The session should be designed to meet the needs and abilities of this group of players.

Part A:

Design a Coaching Plan for a selected sport in groups of 4 (sport negotiated with class teacher based on resources).

- Students will design a 40 minute coaching plan with their group, applying the key coaching principles and guidelines addressed throughout the unit. To assist you with designing your coaching session a scaffold is attached at APPENDIX 1. This scaffold is to be used as the basis for your written submission.
  - **Introduction**: Time allocated 2 minutes
  - **Warm-Up**: Time allocated 8 minutes
  - **Fitness**: Time allocated 8 minutes
  - **Skill Development and Practice**: Time allocated: 10 minutes
  - **Modified Game** situation utilising skills taught during the lesson. Time allocated: 10 minutes
  - **Cool-Down and Conclusion**: Time allocated: 2 minutes

**Word Limit**: 750 words

**Note:**
- The scaffold found in **Appendix 1 must be followed** and submitted.
- The lesson should be aimed at Year 10 Physical Activity and Sports Studies students.
- In each section, a comprehensive list of equipment requirements, safety points and teaching points are to be listed.

Part B:

**Practical Application of Coaching Session Lesson Plan.**

- You and your partners will conduct your planned coaching session from Part A.
- Each group member needs to be lead presenter for 10 minutes.
- You and your partners should be prepared to coach a group of approximately 20 students.
- You and your partners are responsible for all equipment and setup.
- You and your partners must demonstrate and implement adequate safety procedures during the session.
- You and your partners will be assessed on your ability to follow the submitted Lesson Plan from Part A, co-coach the session, manage equipment, participants and safety. (Refer to Marking Criteria for details)
2. **Classroom Learning:**

Students will be prepared to effectively complete this task through:

**Learning to (skills)**
- Describe coaching styles effective in specific contexts.
- Discuss the positive characteristics of coaches they have experienced and assess how they have impacted on participation and performance.
- Demonstrate basic coaching skills by instructing a small group in a specific movement skill.
- Evaluate and provide constructive feedback on the coaching skills of peers or others.
- Critique a code of conduct for coaches in a selected sport.
- Analyse and evaluate a session conducted by an accredited coach.
- Design and conduct a session for a selected physical activity or sport

**Learning about (knowledge)**
- The qualities of effective coaching
- Coaching roles and responsibilities
- Ethical coaching
- Structuring the session
  - Safety considerations
  - Warm-up/cool down
  - Introduction/development
  - Skill Development and practice
  - Evaluation

**Glossary Terms used in the assessing of this task:**
- **Design**: To form or conceive in the mind; plan.
- **Demonstrate**: Show by example
- **Explain**: Relate cause and effect; make the relationships between things evident; provide why and how

**Subject Specific Terminology**

<table>
<thead>
<tr>
<th>skills</th>
<th>planning</th>
<th>demonstration</th>
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<tbody>
<tr>
<td>coach</td>
<td>instruction</td>
<td>method</td>
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<tr>
<td>safety</td>
<td>training</td>
<td>feedback</td>
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APPENDIX 1: COACHING PLAN SCAFFOLD

Part A: Coaching Scaffold

<table>
<thead>
<tr>
<th>Introduction:</th>
<th>Time allocated - 2 minutes</th>
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<tbody>
<tr>
<td>In this box students are to introduce the sport and <strong>explain</strong> the purpose and structure of the session.</td>
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<table>
<thead>
<tr>
<th>Warm Up:</th>
<th>Time allocated - 8 minutes</th>
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<tr>
<td>In this box students are to <strong>explain</strong> the activities involved in the warm-up phase of the session.</td>
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Fitness Development:  
In this box students need to design some fitness activities that would be relevant to the chosen sport and improve the athlete’s fitness specifically for that sport. It is encouraged for students to explore activities with a game focus.

Time allocated – 8 min
Skill Development and Practice: Time allocated- 10 min
In this box students need to design an activity/drill that is aimed at improving participants’ skill level in your chosen sport. Explain the drill and its purpose. (Diagrams should be used in this section)
Modified Game: Time allocated - 10 minutes
In this section students need to design a modified game that includes the skill/s developed in the previous phase of the session. Explain the modified game and its purpose. (Diagrams should be used in this section)

Cool Down and Conclusion: Time allocated - 2 minutes
In this section students need to explain the chosen cool-down procedure and conclude the session verbally.
PART A:

Marking Criteria / Self Assessment:

Through the completion of this assessment task, you have demonstrated the ability to

<table>
<thead>
<tr>
<th></th>
<th>ELEMENTARY ACHIEVEMENT</th>
<th>BASIC ACHIEVEMENT</th>
<th>SOUND ACHIEVEMENT</th>
<th>HIGH ACHIEVEMENT</th>
<th>EXCELLENT ACHIEVEMENT</th>
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<tbody>
<tr>
<td>use at least one subject specific term with assistance</td>
<td>use at least one subject specific term</td>
<td>use some subject specific terminology correctly</td>
<td>use most subject specific terminology correctly</td>
<td>use subject specific terminology consistently and correctly</td>
<td></td>
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<tr>
<td>write a text using one of the different types of sentences</td>
<td>write a text using at least two different types of sentences</td>
<td>write a text using a variety of simple, compound and complex sentences</td>
<td>write a text using a variety of correctly structured simple, compound and complex sentences</td>
<td>write a text using an appropriate variety of correctly structured simple, compound and/or complex sentences</td>
<td></td>
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<tr>
<td>write some sentences on a topic with assistance</td>
<td>write a paragraph within a text which has a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and one other sentence providing supporting detail</td>
<td>write some paragraphs within a text which have a topic sentence and more than one other accurately structured sentence providing supporting detail</td>
<td>write paragraphs within a text which consistently have a topic sentence and several accurately structured sentences providing supporting detail</td>
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<tr>
<td>Identify one or more parts of a training session</td>
<td>outline a training session</td>
<td>outline an appropriately structured training session</td>
<td>design a structured training session that is specifically targeted at the under 16s age group and skill level</td>
<td>design a well structured, engaging training session that is specifically targeted at the under 16s age group and skill level</td>
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<tr>
<td>identify a coaching session including some practical activities, teaching points, group organisation, time allocation, safety points, equipment, and objectives.</td>
<td>outline a coaching session including some practical activities, teaching points, group organisation, time allocation, safety points, equipment, and objectives.</td>
<td>outline a coaching session including the purpose and most practical activities, teaching points, group organisation, time allocation, safety points, equipment, objectives</td>
<td>explain a coaching session including the purpose and most practical activities, teaching points, group organisation, time allocation, safety points, equipment, objectives</td>
<td>explain a coaching session including the purpose and a full description of all practical activities, teaching points, group organisation, time allocation, safety points, equipment and objectives</td>
<td></td>
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<tr>
<td>identify relevant activities</td>
<td>outline some relevant activities</td>
<td>outline relevant and appropriate activities</td>
<td>explain relevant and appropriate activities</td>
<td>explain relevant, detailed and appropriate activities</td>
<td>adhere to set word limit</td>
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Part A Grade: __________
PART B:

Marking Criteria/ Self-Assessment

Through the completion of this assessment task, you have demonstrated the ability to

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<th>D</th>
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<th>B</th>
<th>A</th>
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<tbody>
<tr>
<td>ELEMENTARY ACHIEVEMENT</td>
<td>BASIC ACHIEVEMENT</td>
<td>SOUND ACHIEVEMENT</td>
<td>HIGH ACHIEVEMENT</td>
<td>EXCELLENT ACHIEVEMENT</td>
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<td>verbally outline an activity including some teaching points, group organisation, time allocation, safety points, equipment needed or objectives</td>
<td>verbally outline some activities including some teaching points, group organisation, time allocation, safety points, equipment needed or objectives</td>
<td>verbally outline most activities, including teaching points, group organisation, time allocation, safety points, equipment needed or objectives</td>
<td>verbally explain most activities, including teaching points, group organisation, time allocation, safety points, equipment needed and objectives</td>
<td>verbally explain all activities, including all teaching points, group organisation, time allocation, safety points, equipment needed and objectives.</td>
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<td>demonstrate basic leadership skills through group management techniques and the ability to conduct a coaching session</td>
<td>demonstrate some leadership skills through group management techniques and the ability to conduct a coaching session.</td>
<td>demonstrate leadership skills through group management techniques and the ability to conduct a coaching session.</td>
<td>demonstrate outstanding leadership skills through group management techniques and the ability to conduct a relevant, safe, and organised coaching session.</td>
<td>demonstrate advanced leadership skills through group management techniques and the ability to conduct a relevant, safe, well structured and organised coaching session.</td>
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<td>communicates an idea verbally or via demonstration</td>
<td>communicates ideas verbally or via demonstration</td>
<td>communicates ideas clearly, verbally and via demonstration.</td>
<td>communicates ideas clearly and concisely, verbally and via demonstration.</td>
<td>consistently communicate ideas clearly and concisely, verbally and via demonstration.</td>
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Teacher Comment:

________________________________________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________________________________________

Teacher Signature: _______________________________________________________________ Part B Grade: ________________________