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**Module 6**

**Coaching Methods & Strategies**

**Trainer’s Guide**

**Name of Trainer:**

**COACHING METHODS & STRATEGIES**

**Overview**

Great coaches have a lasting impact on any athlete on and off the training grounds and competition platforms. What is it about these coaches that makes them so special? Their coaching methods and strategies are two of the key points that distinguishes them from others. If coaches are able to better hone their coaching pedagogy they will build strong relationships with their athletes and become more effective in their coaching.

At the end of this module, you should be able to:

* Apply the factors that influence learning in coaching
* Incorporate the four elements of learning into training programs
* Develop and Implement Coaching delivery methods
* Apply constructive feedback in coaching
* Design and deliver a single session plan

**Total Number of Learning Hours**: 4 hours

**Assessment Method for Module**: Session Plan

**COACHING METHODS & STRATEGIES**

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| **Time (mins)** | **Activity** | **Resources/**  **Reference** |
| 20 | Trigger Activity ~ Teaching & Learning  Introduce the Module Outcomes.  *Teaching & Coaching ~ Are they the same?*  Pose this question to the participants and get them to share their thoughts.  *What makes a good teaching & coaching session?*  *Recall how you were taught or coached*    Pose this question to the participants and get them to share their thoughts. Write down the responses on the board and where possible group the responses.  Introduce the concept of Coach as Educator. That we impact the athletes beyond the sports egs. values, character, attitude etc. | Slide 3  LG pg. 1  LG pg. 3 |
| 30 | What makes a good teaching/coaching session?   1. Preparation 2. Delivery / Implementation 3. Feedback and Assessment 4. Management   Introduce the four key areas of a good coaching session. | Slides -7  LG pgs. 7-12 |
| 70 | Mosston’s Spectrum of Teaching Styles  Introduce Muska Mosston and the spectrum of teaching styles.   * Versus approach * Role of idiosyncrasies   *What is your idiosyncrasies?*  Get the participants to reflect on their own idiosyncrasies. Invite responses.  Share example of teaching swimming. Which style do we teach first ad why? Front crawl versus breaststroke.   * Inconsistent use of terminologies.   *What are examples of inconsistent use of terminology in swimming?*  Introduce the landmark 11 teaching styles.  *Group Task*  *Discuss and demonstrate how you would coach a technique/skill in swimming using the assigned style/s from Mosston’s Spectrum.*  Participants grouped into small groups and are allowed to choose any swimming skill to teach but using only the assigned teaching styles.  Groups will then teach another group the lesson for about 5 mins after which all other participants are to guess what styles were used and what were the positives and areas for improvement from that short teaching episode.  Emphasise that there is no one best style but that the style/s chosen depends on situational factors and issues like safety, age group and experience, space and equipment, and more. | Slides 13-14  LG pg. 5  Slides 13-16  LG pg. 5  LG pg. 5  LG pg. 5  LG pg. 11 |
| 30 | Learning Styles  Introduce the five key dimensions of learning styles.  *What is/are your preferred learning style/s? What about your athletes?*  *What implications would such information about our athletes have on our coaching practices?* | Slides 34-43  LG pg. 11-13  Slide 41  LG pg. 13 |
| 40 | Physical Development  Introduce the development of children and athletes in the various ages and their peculiar physical development, motor skills development and social and emotional maturity.  Participants to discuss the implications on their coaching practices. | Slides 43-47  LG pg. 14-15 |
|  | Scalability of Training  Introduce Zone of Proximal Development and the Stages of Learning.   * Fitt’s & Posner’s 3-Stage Model * Gentile’s 2-Stage Model   Think of an example of how a swimmer progresses in his swimming skills through the stages of learning.  Closed and Open Skills  *What are examples of closed and open skills in swimming?*  *How would introduce and progress those skills to develop your learners from beginners to skilled swimmers?*  *(with reference to stages of learning)*  Facilitate the discussion on this. | Slides 48-55  LG pg. 15-21 |
| 20 | Motor Learning and Feedback.  Introduce feedback and how they influence motor learning.   * Intrinsic Feedback * Extrinsic Feedback * Quality of Feedback | Slides 58-72  LG pgs.21-23 |
| 20 | Session Planning  Individual Work  Develop a session plan to coach a given swimming technique/skill using the Session Plan template given.  Facilitate participants’ planning of training session. | Slides 74-76 |
| 10 | Conclude  Summarise the learning outcomes for the module. |  |