



YEAR 12 SLR

Coaching and Training / Healthy Lifestyle

Due Date: Part A & B Week 7 - Mr Chicharo Friday 15 th March, 2019 Week 7 - Mr Porter Friday 15 th March, 2019 Part C Week 8 - Mr Porter Monday 18 th March, 2019 Week 8 - Mr Chicharo Tuesday 19 th March, 2019	Assessment Name: Coaching and Training Session (Part A – 20%) Presentation (Part B – 20%) Healthy Lifestyle Examination (Part C – 30%)
Mark: /70	Weighting: 70 %

SYLLABUS OUTCOMES TO BE ASSESSED:

- 1.1 **Applies** the rules and conventions that relate to participation in a range of physical activities.
- 1.2 **Explains** the relationship between physical activity, fitness and healthy lifestyle.
- 1.3 **Demonstrates** ways to enhance safety in physical activity.
- 1.4 **Investigates** and interprets the patterns of participation in sport and physical activity.
- 1.5 **Critically analyses** the factors affecting lifestyle balance and their impact on health status
- 2.1 **Explain** the principle of skill development and training
- 3.1 **Select** appropriate strategies and tactics for success in a range of movement contexts
- 3.3 **Designs** programs that respond to performance needs.
- 3.5 **Analyses** personal health practices.
- 4.4 **Demonstrates** competence and confidence in movement contexts

DIRECTIVES TO BE ASSESSED:

Define: State meaning and identify essential qualities

Describe: Provide characteristics and features

Identify: Recognise and name

Outline: sketch in general terms, indicate the main features of

Discuss: Identify issues and provide points for and/or against

TASK DESCRIPTION:

There are three parts to this task. Part A is a written plan (individually), Part B is a practical application (in pairs) and Part C is an in class examination.

You are required to complete the following:

Part A – Individual Theory Coaching Plan

- You are required to **design** a coaching session in the sport of your choice that responds to the performance needs of athletes from Year 7 that addresses a variety of skill levels and abilities. (using the template provided)
- You are required to **select** appropriate strategies for your coaching session that addresses the structure of a training session
 - Warm up
 - Skill development
 - Modified/Minor games
 - Cool down

When designing this coaching session please include:

- key teaching points,
- equipment
- timing

for each section of the training session structure

(10 Marks)

Part B– In Pairs Practical Coaching Plan

- You are to work in pairs to **perform** the chosen coaching session in a practical lesson to a group of year 7 students. When performing your session you need to include
 - Verbal **appraisals** of movement to the year 7 students
 - Key teaching points of each skill taught with a focus on rules and timing
- You are required to **demonstrate** your understanding of ways to enhance the safety of the athletes (year 7 students) coaching session. Including assessing the fields/grounds, equipment, weather and **apply** rules that relate to your chosen sport.

(10 marks)

(10 marks)

Part C – Healthy Lifestyle Examination

Students will be required to sit the Healthy Lifestyle Examination in class.

- Students are expected to be present on the day.
- Students have 70 minutes to complete examination, including reading time.
- Write answers in spaces provided. Please attempt ALL examination questions.

- **Section 1 – Multiple Choice**

Attempt questions 1-10

(10 marks)

- **Section 2 – Short Response**

Attempt questions 11-18

(30 marks)

ASSESSMENT CRITERIA – STUDENT CHECKLIST:

You will be assessed on your ability to:

- Pick a sport of your choice for year 7 students
- Develop a training session using the core structure (warm up, skill development, modified games, cools down) and caters to all their ability levels. (on the template provided)
- Show the key teaching points, equipment and timing needed for each part of the training session.
- Make sure you include all safety issues for the coaching session including weather, grounds, equipment and rules and ensure that you have strategies to address these.
- Deliver your coaching session to a group of year 7 students and show the teaching points aligned with the session plan in a practical environment.

Healthy Lifestyle Examination

- Balancing lifestyle components
- Factors influencing lifestyle
- Benefits of participation in physical activity
- Types of recreational activities
- Nutrition

PART A

MARKING GUIDELINES

Guideline	Mark/Grade
<ul style="list-style-type: none"> - Designs an outstanding coaching session relevant to year 7 students - Develops a comprehensive coaching plan which selects appropriate strategies for <ul style="list-style-type: none"> o Warm up, Skill development, Modified/Minor games, Cool down o key teaching points for students to correctly complete the activities in the session o identification of all equipment needed for the coaching session o timing allocated to each element of the training session 	10-9
<ul style="list-style-type: none"> - Designs a good coaching session relevant to year 7 students - Develops a good coaching plan which selects appropriate strategies for <ul style="list-style-type: none"> o Warm up, Skill development, Modified/Minor games, Cool down o key teaching points for students to correctly complete the activities in the session o identification of all equipment needed for the coaching session o timing allocated to each element of the training session 	8-7
<ul style="list-style-type: none"> - Designs a sound coaching session relevant to year 7 students - Develops a sound coaching plan which selects appropriate strategies for <ul style="list-style-type: none"> o Warm up, Skill development, Modified/Minor games, Cool down o key teaching points for students to correctly complete the activities in the session o identification of all equipment needed for the coaching session o timing allocated to each element of the training session 	6-5
<ul style="list-style-type: none"> - Designs a basic coaching session relevant to year 7 students - Develops a basic coaching plan which selects appropriate strategies for <ul style="list-style-type: none"> o Warm up, Skill development, Modified/Minor games, Cool down o key teaching points for students to correctly complete the activities in the session o identification of all equipment needed for the coaching session - timing allocated to each element of the training session 	4-3
<ul style="list-style-type: none"> - Designs a limited coaching session relevant to year 7 students - Develops a limited coaching plan which selects appropriate strategies for <ul style="list-style-type: none"> o Warm up, Skill development, Modified/Minor games, Cool down o key teaching points for students to correctly complete the activities in the session o identification of all equipment needed for the coaching session o timing allocated to each element of the training session 	2-1

PART B

MARKING GUIDELINES

Guideline	Mark/Grade
<ul style="list-style-type: none"> - Outstanding ability to demonstrate your understanding of all potential safety hazards and effective strategies to enhance the safety of the athletes (year 7 students) in the coaching session. Including assessing the <ul style="list-style-type: none"> o fields/grounds, o equipment, o weather o apply rules that relate to your chosen sport 	10-9
<ul style="list-style-type: none"> - Good ability to demonstrate your understanding of most potential safety hazards and effective strategies to enhance the safety of the athletes (year 7 students) in the coaching session. Including assessing the <ul style="list-style-type: none"> o fields/grounds, o equipment, o weather o apply rules that relate to your chosen sport 	8-7
<ul style="list-style-type: none"> - Sound ability to demonstrate your understanding of a few potential safety hazards and effective strategies to enhance the safety of the athletes (year 7 students) in the coaching session. Including assessing the <ul style="list-style-type: none"> o fields/grounds, o equipment, o weather o apply rules that relate to your chosen sport 	6-5
<ul style="list-style-type: none"> - Basic ability to demonstrate your understanding of a few potential safety hazards and effective strategies to enhance the safety of the athletes (year 7 students) in the coaching session. Including assessing the <ul style="list-style-type: none"> o fields/grounds, o equipment, o weather - apply rules that relate to your chosen sport 	4-3
<ul style="list-style-type: none"> - Limited ability to demonstrate your understanding of a few potential safety hazards and effective strategies to enhance the safety of the athletes (year 7 students) in the coaching session. Including assessing the <ul style="list-style-type: none"> o fields/grounds, o equipment, o weather o apply rules that relate to your chosen sport 	2-1

PART B

MARKING GUIDELINES

Check your assessment booklet for the PHS Assessment Policy

Guideline - Practical application	Mark/Grade
<ul style="list-style-type: none"> - Outstanding ability to perform and deliver the training session they have composed including <ul style="list-style-type: none"> o Verbal appraisals of movement in the way of feedback o Key teaching points of each skill taught o Strong focus on rules and modifying activities o Maintaining timing 	10-9
<ul style="list-style-type: none"> - High ability to perform and deliver the training session they have composed including <ul style="list-style-type: none"> o Verbal appraisals of movement in the way of feedback o Key teaching points of each skill taught o Strong focus on rules and modifying activities o Maintaining timing 	8-7
<ul style="list-style-type: none"> - Sound ability to perform and deliver the training session they have composed including <ul style="list-style-type: none"> o Verbal appraisals of movement in the way of feedback o Key teaching points of each skill taught o Strong focus on rules and modifying activities o Maintaining timing 	6-5
<ul style="list-style-type: none"> - Basic ability to perform and deliver the training session they have composed including <ul style="list-style-type: none"> o Verbal appraisals of movement in the way of feedback o Key teaching points of each skill taught o Strong focus on rules and modifying activities o Maintaining timing 	4-3
<ul style="list-style-type: none"> - Limited ability to perform and deliver the training session they have composed including <ul style="list-style-type: none"> o Verbal appraisals of movement in the way of feedback o Key teaching points of each skill taught o Strong focus on rules and modifying activities o Maintaining timing 	2-1