YEAR 12 SLR

Coaching and Training / Healthy Lifestyle

Due Date:
Part A & B
Week 7 - Mr Chicharo Friday 15th March, 2019
Week 7 - Mr Porter Friday 15th March, 2019

Part C
Week 8 - Mr Porter Monday 18th March, 2019
Week 8 - Mr Chicharo Tuesday 19th 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

Check your assessment booklet for the PHS Assessment Policy
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 (10 marks)

- 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)

**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**

Check your assessment booklet for the PHS Assessment Policy
<table>
<thead>
<tr>
<th>Guideline</th>
<th>Mark/Grade</th>
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<tbody>
<tr>
<td><strong>Designs</strong> an outstanding coaching session relevant to year 7 students</td>
<td>10-9</td>
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</tbody>
</table>
| - Develops a comprehensive coaching plan which **selects** appropriate strategies for  
  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          |            |
| **Designs** a good coaching session relevant to year 7 students           | 8-7        |
| - Develops a good coaching plan which **selects** appropriate strategies for  
  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          |            |
| **Designs** a sound coaching session relevant to year 7 students           | 6-5        |
| - Develops a sound coaching plan which **selects** appropriate strategies for  
  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          |            |
| **Designs** a basic coaching session relevant to year 7 students           | 4-3        |
| - Develops a basic coaching plan which **selects** appropriate strategies for  
  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         |            |
| **Designs** a limited coaching session relevant to year 7 students         | 2-1        |
| - Develops a limited coaching plan which **selects** appropriate strategies for  
  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         |            |
### Guideline

<table>
<thead>
<tr>
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| 10-9       | **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  
  o fields/grounds,  
  o equipment,  
  o weather  
  o apply rules that relate to your chosen sport |
| 8-7        | **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  
  o fields/grounds,  
  o equipment,  
  o weather  
  o apply rules that relate to your chosen sport |
| 6-5        | **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  
  o fields/grounds,  
  o equipment,  
  o weather  
  o apply rules that relate to your chosen sport |
| 4-3        | **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  
  o fields/grounds,  
  o equipment,  
  o weather  
  - apply rules that relate to your chosen sport |
| 2-1        | **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  
  o fields/grounds,  
  o equipment,  
  o weather  
  o apply rules that relate to your chosen sport |

**PART B**

**MARKING GUIDELINES**

Check your assessment booklet for the PHS Assessment Policy
<table>
<thead>
<tr>
<th>Guideline - Practical application</th>
<th>Mark/Grade</th>
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| Outper (10-9) Outstanding ability to **perform** and deliver the training session they have composed including  
  - Verbal **appraisals** of movement in the way of feedback  
  - Key teaching points of each skill taught  
  - Strong focus on rules and modifying activities  
  - Maintaining timing | 10-9 |
| High (8-7) High ability to **perform** and deliver the training session they have composed including  
  - Verbal **appraisals** of movement in the way of feedback  
  - Key teaching points of each skill taught  
  - Strong focus on rules and modifying activities  
  - Maintaining timing | 8-7 |
| Sound (6-5) Sound ability to **perform** and deliver the training session they have composed including  
  - Verbal **appraisals** of movement in the way of feedback  
  - Key teaching points of each skill taught  
  - Strong focus on rules and modifying activities  
  - Maintaining timing | 6-5 |
| Basic (4-3) Basic ability to **perform** and deliver the training session they have composed including  
  - Verbal **appraisals** of movement in the way of feedback  
  - Key teaching points of each skill taught  
  - Strong focus on rules and modifying activities  
  - Maintaining timing | 4-3 |
| Limited (2-1) Limited ability to **perform** and deliver the training session they have composed including  
  - Verbal **appraisals** of movement in the way of feedback  
  - Key teaching points of each skill taught  
  - Strong focus on rules and modifying activities  
  - Maintaining timing | 2-1 |

Check your assessment booklet for the PHS Assessment Policy