Tutorial letter 201/1/2015

Physical Education and Sports Coaching

PST312M

Memorandum

Semester 1

Department of Curriculum and Institutional Studies

IMPORTANT INFORMATION:

This tutorial letter contains important information about your module.

BAR CODE

MEMORANDUM FOR PHYSICAL EDUCATION AND SPORTS COACHING

STUDY UNIT 1 : THE PHILOSOPHY OF PHYSICAL EDUCATION

1 Definition

Physical education involves teaching learners skills. It provides the teacher with the opportunity to educate learners through the experience of motor movement. Further is teacher them about their bodies and physical

Sport is a human activity that involves administration and rules. Sport also involves competition, challenge, and the use of certain skills. Also, any sport has a definite historical background.

Recreation is a voluntary activity that is beneficial to the participant; recreation, by its very nature, is undertaken during leisure or free time.

Play is a spontaneous and enjoyable activity that individuals engage in for its own sake. A child must play to be able to learn.

2 Relationship between physical education and sport

Physical education: Includes the development of the child's physical fitness, strength, flexibility and basic sport skills. It helps develop the child physically, psychologically and socially. It takes place in the school set up. In preschool, physical education is referred to as movement; it is in primary school that we first encounter the term "physical education".

Sport: Is a human activity involving specific administrative organisations and a historical background of rules. It involves competition or challenge and a definite outcome that is primarily determined by physical skill. It is characterised by certain rules and common goals.

STUDY UNIT 2: THE HISTORY, DEVELOPMENT AND VALUE OF PHYSICAL EDUCATION

1 Factors which influence the modern era of sport.
See study guide

2 Do you think *Physical education* has an educational value for the child? Justify your answer (briefly).

- Physical education provides learners with a means of self-expression.
- Children learn to explore the environment and learn to express their feelings through creative movement.
- Children learn to better understand the value of socialising.
- Children are given the opportunity to develop physically.
- Understanding how to play games and sports can be achieved in the physical education programme.
- Children are taught to enjoy physical activities in a variety of games.
- Well-managed physical education programmes give you the opportunity to teach children the meaning of sportsmanship.

3 See Study Guide Paragraph 2.5.7

For interest sake

The Olympic symbol consists of five interlocking rings that represent the five continents: Africa, Asia, Australia, Europe and the Americas. The colours are as follows: yellow, red, green, blue and black.

The origin of the statue

The famous statue by the Greek Sculptor Myron is known as "Discobolus, depicting an athlete hurling the discus". Discus-throwing is one of the oldest of all athletic events; it began in ancient Greece, where athletes scaled flat stones for distance. The same action is used today (except that a rotation is sometimes added).

STUDY UNIT 3: ANATOMY AND PHYSIOLOGY

Important question left out

Knowledge of the structure and functioning of the body
This knowledge will enable the coach to know how the child/athlete responds to exercise and training, which exercises are relevant for the child and which are suitable for the athlete's level of development. Children should not be treated as little adults, which means that the coach has to make certain adjustments when teaching children.

1 Describe the function of the skeleton.

Support - supports the body framework --- without the skeleton, this would be a shapeless lump.
Protection - protects the important and delicate organs of the body. The skull protects the brain.
Movement - provides anchorage for muscle. Muscles that are fixed to the skeleton can operate joints. Moves body as a whole.

2 Body systems



Joints - form the junctions between the bones used for movement.
Bones - support, protect and help the body perform any muscular movement.
Muscles - muscular movement goes on all the time --- for breathing, moving and standing.
Nervous system - carries signals from the brain --- the nervous system includes brain, spinal cord, and many other nerves that branch off the spinal cord.

3 Ligaments are strong fibrous straps. Bones at each joint are linked by tough ligaments.

4 Tendons are connecting sheaths joined together at the end of each muscle from tendons. They are made up of strong tissue.

5 Somatotyping refer to paragraph 3.2.8 in study guide

6 The meaning of "posture". This has to do with the alignment of the body segments. In other words, how well the child can keep his or her body erect and balanced.

7 The most common problems:

- **Kyphosis:** Round upper back is a marked increase in the curve of the back.
- **Lordosis:** Hollow back, an exaggerated forward curve of the lower back.
- **Scoliosis:** Lateral curvature, C-shaped, extending the length of the spinal column.

Most of the typical posture deviations of young children can be observed and corrected with proper exercise. The following deviations can be observed when the child is standing beside a plumb line.

Methods of Assessing Posture more detail given in study guide paragraph 3.2.9

8 Which test is used to evaluate the child's posture?

The plumb line test
The side and rear view plumbline test and posture charts are used to evaluate posture. Both serve as basic screening devices. The physical educator can pick up any major changes in a learner's posture.

The view from the side: take a line through the middle of ear and shoulder joint, slightly in front of anklebone.

Back view: Through middle of head, vertebra and middle of buttocks, and equidistant between heels.

STUDY UNIT 4: GROWTH AND DEVELOPMENT

1 Importance of knowledge of growth and development

- Knowledge of growth and development helps coaches choose the correct type and duration of exercises in relation to a child's/athlete's stage of development.
- Working with weights can be dangerous if the child has not yet reached adolescence. This is because the child's skeleton is still mostly cartilage which is softer than bone).
- Heavy weights and repeated pounding should be avoided.
- The length of the training session also has to be considered.
- Realistic expectations encourage the child to participate in sport throughout his or her life, which is essential for good health.

2 Changes in body proportions influence how skills are performed.

- The relative size of the head in early childhood influences the balance of the body during movement.
- The relative shortness of legs in very young children limits running ability.
- Long arms and legs at the beginning of puberty enable children to run better.
- Rapid growth leads to clumsiness.
- The additional weight that girls gain during puberty, and their change in body posture influences the speed at which they can move. Changing from a shorter distance to a longer distance is often advisable, because pubescent girls run more slowly.

3 Effects of exercise on growth (See Kirchner for more detail)

- Exercise develops cardiorespiratory system; lung capacity will be increased and heart strengthened.
- Muscles are enlarged and strength increased.
- Exercise and, especially, flexibility reduces the risk of injury.

- Beware of heavy workloads for young athletes; growth areas are soft and can result in injuries.
- Results in a healthy outlook on life.

4 The reason for the modification of rules for children's sport (mini-sport)

- Children cannot play according to adult rules and nor can they use adult equipment.
- Children's physical size and proportions are changing constantly and rules need modification.
- Modifications include decreasing the playing area, the goals, the playing times, and smaller teams.
- Changes will increase the level of success/achievements which, in turn, will have a good effect on children's self-image. This will then encourage them to continue participating in sport.

5 Modifications in two sports

Mini-Hockey
- Decrease the playing area by about half.
- Make the goals smaller (use markers).
- Make the teams smaller (eg seven a side)
- Change players as frequently as possible.
- Decrease the playing time.
- Use smaller hockey sticks and softer balls.
- Eliminate the rules for off sides.
- Eliminate the rules of long and short corners.

Mini-Tennis
- Decrease area --- use half the court.
- Use smaller rackets or use bats.
- Use softer balls if possible.
- Allow for double bounce at first.
- Enlarge the area, use the tram lines.

6 The coach's contribution to the development of the self-image of the athlete

The coach can
- Build a good relationship with the learners.
- Form an important part of the learners life.
- Encourage a learner to get involved in new exciting activities.
- Help the learner to develop trust.
- Help to develop positive thoughts & attitude towards sport and physical education.
- Help the learner to handle various problems better.

STUDY UNIT 5 - TEACHING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

1 Key principles of communication which are specific to teaching learners with sensory and intellectual disabilities

Sensory
- Demonstrate all skills.
- Develop key signals.

- Tap on shoulders.
- Change methods of class attention.
- Tell the athlete when you are leaving.
- Visually impaired people are not deaf.
- Demonstrate all techniques individually.

Intellectual
- Breakdown skills into smaller parts.
- Teach the basic movements.
- Keep instructions slow and sequential.
- Keep practice time focused on a specific action.

2 Meaning of integration

- The relative size of the head in early childhood influences the balance of the body during movement.
- The relative shortness of legs in very young children limits running ability.
- Long arms and legs at the beginning of puberty enable children to run better.
- Rapid growth leads to clumsiness.
- The additional weight that girls gain during puberty, and their change in body posture influences the speed at which they can move. Changing from a shorter distance to a longer distance is often advisable, because pubescent girls run more slowly.

3 Factors which have to be considered when teaching learners with certain conditions

Diabetes:
- Know which child suffers from diabetes.
- Retain balance between diet, medication and exercise.
- Listen if athlete requires rest.
- Establish a happy environment.
- Encourage the less active to move more.

Epilepsy:
- Know how to deal with a seizure.
- Make the area safe.
- Keep the stress levels down.
- These athletes should be given the same challenges as everyone else --- they should not be made to feel inferior.
- Develop physical fitness and long-term benefits.
- Develop motor skill proficiency.
- Make it easier for these learners to become integrated into the community.
- Know how to help the learner after a seizure.

4 Dealing with epileptic seizure

- No restraints should be applied -- let the seizure take its course.
- Environment must be made safe, remove objects.
- Place child in a lateral recovery position.
- Keep the tongue out of way, open air way.
- Allow for free drainage of secretions and vomit.
- Once finished, get tongue out of way. Keep in lateral position.
- Keep patient warm and comfortable, send for medical assistance.

5 Dealing with Sally and her asthma

- Encourage her to relax before the race.
- Teach her to breathe deeply.
- Tell her not to start out too quickly, too soon.
- Concentrate on positive aspects.
- She must relax during the race.

6 Five objectives in planning a programme for learners with disabilities

- Do you know each child's physical and intellectual abilities?
- How many learners are in the group?
- Do you need to avoid certain activities?
- Which facilities are available indoor and outdoors?
- Are there any hazards?
- Develop physical fitness and long-term health.
- Develop alertness, self-control and confidence.
- Provide body movement for children with multiple and severe disabilities.
- Make integration easier.
- Develop an ability to play by the rules, be a good loser and winner.
- Establish a happy environment.

STUDY UNIT 6: TEACHING PHYSICAL EDUCATION

1 Teaching progression suited for children during early childhood

Children need:

- A broad exposure of activities, games, dance and gymnastics.
- Exposure to explore and discover body (body in space).
- Emphasis on movement concepts and skills.
- Grade 1 - 2 need opportunity for creative and exploratory ways of learning, locomotion and non-locomotion activities. Include dance activities, rhythmics, skills and singing games and creative movement.
- Activities should cater for the learner/child's level of maturity and abilities.

2 Steps to follow in yearly programme

- Establish basic objectives/outcomes of the programme.
- Select general activity areas.
- Develop an instructional unit.
- Develop flexible lesson plans.
- Conduct student and programme evaluators/assessment.

3 Time best spent before a lesson

The teacher must set up the necessary equipment and check the safety of the area. Pupils can be used to help set up the equipment. This can be used as a warm-up session.

4 Grouping procedures - please refer to the sports coaching study guide paragraph 4.8 for the grouping procedures.

5 Addressing certain routines

Physical education apparel - the necessary apparel must be worn by all students unless they are excused by their parents (in writing).
Roll call - use class list to mark off the names.
Class excuses - only children with medical notes or excuses from parents to be exempted from PE.

STUDY UNIT 7 : NUTRITION AND FLUID REPLACEMENT IN SPORT

1 Advice on nutrition

Recommended	*Not recommended*
Vegetables, Fruit Fish	Fatty food
Fresh food	Fried food
High proportions of Carbo	Chocolate
Grill steam or bake	Sweets
Wholewheat bread, cereal, pasta	Chips

2 Sport friendly food

Sport organisers and tuckshops should sell:
- wholesome meat and salad rolls
- warm soup
- bread
- pasta dishes
- fruit juices
- home-made muffins
- fresh fruit

3 Physioogical responses to temperature

- Sweating response - sweat profusely
- Vaso-dilation response - Alter blood flow through skin (become red in face)

4 Fluid replacements drinks

No, they contain a lot of sodium which absorbs natural salt of the body which makes you even more thirsty. When you sweat you lose sodium, potassium, calcium, chloride, magnesium.

STUDY UNIT 8: DRUGS IN SPORT

1 Types of drugs

Narcotics analgesics: Morphine, heroin, methadone, codeine: puts people to sleep and leads to impaired judgment. Causes drowsiness and respiratory depression.

Anti-inflammatories: Brufen, voltaren, reparil gel: nausea, vomiting, liver failure, renal disease and cardiovascular failure.

Non-narcotic analgesics: Paracetamol, aspirin, ponstan: detrimental to stomach, liver, kidneys.

2 Difference between stimulants and steroids

Stimulants increase alertness, increase heart rate and physical endurance. Stimulants increase the athlete's ability to perform by suppressing fatigue.

Steroids are used help build strength and reduce the recovery rate of training and result in either an androgenic or anabolic effect. Steroids help to accelerate body healing; they also make athletes aggressive, cause liver damage, personality changes, gastric ulcers.

3 The role of the coach in drug education

The role of the coach is to

- equip learners/ athletes with skills to make the right decisions (the correct decision being not to take drugs)
- teach athletes to withstand the peer group pressures which could force them in the wrong direction
- emphasise short-term health and immediate social consequences
- emphasise the legal implications of taking drugs
- the coach should discourage young athletes from focusing on potential financial rewards, which tends to encourage drug use.
- emphasise the financial loss involved in drug use (drugs are very expensive)

STUDY UNIT 9 : SPORT INJURIES

1 Procedures to prevent injuries

- Warm ups
- Stretching
- Cooldowns
- Fitness - good conditioning
- Protective devices
- Safe playing areas
- Obedience to rules

2 Importance of warming up and cooling down

Warm ups improve flexibility and prepare mind, heart, muscles and joints for exercises to follow. Reduce the likelihood of injury.

Cooldown prevents pooling of blood in limbs --- helps heart, muscles and tissues to recover from exercise.

3 Safety consideration matching learners for skill, size, sex and age

Yes, it is necessary.

4 First aid procedure for Jane and other players

Jane: Stop play. Make sure all obstacles are removed. Don’t move her. Check if she is breathing. Call ambulance immediately.

5 Meaning of mnemonics (Abbreviations)

RICER	**HARM**
Rest	Heat
Ice	Alcohol
Compression	Running
Elevation	Massage
Diagnosis	

6 Avoiding HARM factor

HARM must be avoided because heat increases bleeding, alcohol increases swelling, and running and exercise too soon make injury worse. Massage in the first 48 - 72 hours increases swelling and bleeding.

7 Application of ice to soft tissue injury

- Elevation is essential.
- Ice should be covered to prevent burning.
- Ice should be applied firmly and immediately.
- Apply HARM.
- Injury must be firmly strapped.
- Apply RICCER.

8 Overuse injuries

Marked individually

9 Steps to treat an injured athlete

Refer to **STOP** table in study guide

STUDY UNIT 10 LEGAL RESPONSIBILITIES IN PHYSICAL EDUCATION

1 Why must the physical education teacher know what the law says?

Those who teach physical education must have a sound knowledge of the law. Such knowledge will enable the teacher to avoid pitfalls or unnecessary stress. If teachers are ignorant of the law, they may unknowingly contravene some legal provision in the honest performance of their duty or they might omit to carry out certain requirements. The teacher's aim must be to carry out his or her task in as competent and efficient a manner as possible without running the risk of getting involved in legal disputes. The PE teacher therefore has to know his or her responsibilities, duties and powers; the PE teacher should also know when he or she could be laying him- or herself open to the charge of negligence or other legal offences.

The PE teacher is responsible for planning and conducting the lessons and activities in a safe environment. The nature of physical education activities is such that the opportunity for injury is obviously far greater than other subjects. The PE teacher should, therefore, be more aware of safety factors than other teachers and should make a point of being informed about what constitutes (and what does not constitute) legal liability. In short: the physical educator needs to have good judgement and an adequate knowledge of the law.

2 Legal liability with special reference to the physical education teacher

- Teachers have a duty of care when children are place in their care.
- They are responsible for children's well-being.
- They have to act like a diligent and sensible parent (since they are acting *in loco parentis*).

3 Four instances in which a teacher can be found guilty of negligence

- If not acting in accordance with his or her duty
- Breaching duty
- In event of an injury
- Proximate cause
- Badly organised field trips
- Failing to aid an injured learner
- Permitting learners to play unsafe games
- Failing to provide adequate instruction
- Taking unreasonable risk

4 Five areas in which negligence may occur

- instructional programme
- supervision
- facilities and equipment
- emergency care
- transportation

5 Guidelines for the care of physical education equipment and facilities

- Do routine checks, keep in good order
- Limit outdoor use according to weather
- Existing codes and standards for equipment must be met

6 Guideline to ensure safe transportation of children

- Detailed travel plans must be available, have them approved.
- Correct number of learners on the bus. Do not overload.
- Do not exceed the speed limit.
- Learners must be aware of rules and discipline on bus.
- Adult supervision.
- Driver must be licensed.

7 Precautions PE teachers have to take to avoid negligence and ensure learners' safety

- Learners must wear the correct attire.
- Activities should be properly planned.
- Teachers should know first aid.
- Safe and proper equipment should be provided.
- Activities should be closely supervised.
- Clearly written rules for PE should be available.
- Learners must be warned of the risks.
- Learners must be evaluated for injury and capacity(ability).

8 Safety checklist of playground equipment

DAILY CHECKLIST FOR PLAYGROUNDS	*WEEKLY CHECKLIST FOR PLAYGROUND EQUIPMENT*
• Check ground for harmful litter - broken glass - fallen limbs - tin cans - old boards (nails) • Check equipment for - insecure hooks or rings - broken wooden bats - tape coming off bats - boards coming loose - benches insecure - nails sticking up • Inflate balls to the recommended pressure and patch when needed. • Check that ropes are secure. • Inspect the slide ladder for looseor missing rungs. • Regulate the velocity of rotating equipment for the appropriate speed.	• Equipment durability - missing nuts or bolts - rough edges - splinters (wooden equipment) - wear-and-tear - cracks in plastic equipment - weather- or human caused hazards • Equipment stability (no tipping or sliding). • Defects in construction, design or installation. • Unnecessary hazards in equipment design. • No concrete edges exposed around equipment. • General maintenance of play area. • Clean mats and plastic equipment with soap and water as needed. • Patch equipment as needed.

STUDY UNIT 11 CODES OF BEHAVIOUR

1 Why is the code of behaviour important ?

- Gives teachers a general guideline on how to conduct lessons.
- Teachers are role models for learners and have to behave appropriately.
- Teachers make a lasting impression on their learners.

2 Five codes of behaviour for the PE teacher

- Encourage learners to develop basic skills in a variety of sports and discourage over-specialisation in one sport or in one playing position. Physical education forms the basis of sport-specific skills development.
- Concentrate on the learner's overall development. Include body awareness, gross motor and fine motor development.
- Create opportunities to teach appropriate basic skills as well as sports behaviour.
- For young learners in primary school, ensure that skill learning and appropriate sports behaviour have priority over highly structured competitions. Highly structured competitions are more suitable for secondary school children.
- Encourage children to concentrate on the enjoyment of physical activity. Help them to discover their bodies and the potential of movement and its benefits.

See further detail in your study guide section 11.2

3 Code of conduct for *children/learners* can include the following:

- Always do your best.
- Never give up.
- Never criticise others.
- Encourage your fellow players.
- Remember to thank the teacher or the umpire/referee.

4 Advertising a code of conduct

- Learners can make pin-ups, posters, do projects.
- Arrange for a column in the school magazine.
- Print flyers.
- Arrange a physical education and sports campaign.
- Arrange a physical education stand at Expo.

STUDY UNIT 12 POLICIES REGARDING PHYSICAL EDUCATION

1 Methods helping learners develop to their full potential

- direct teaching method
- command style
- task method
- combined teaching
- indirect teaching
- guided discovery
- free exploration

2 Steps to improve good teaching techniques

- Demonstrate effectively.
- Begin working.
- Make sure you can cope with each learner's level of ability.
- Develop a warm, encouraging learning environment.
- Class structure and routines.
- Effective communication.
- Effective role models.
- Effective classroom management.

3 The incorporation of an intramural programme

What aspects should be considered in the design of an intramural programme?

- Involve all learners, including those with special needs.
- Boys and girls should have equal access to facilities and equipment.

4 Aspects that have to be considered when designing the intramural programme

- Involve all players, including those with special needs.
- Boys and girls must have equal access to all facilities.
- Competitive activities must be based on continuous participation.
- Non-competitive activities must also be included.
- An awards system must be set up to improve and encourage participation.

- Parental consent must be obtained before the learner is allowed to participate.
- Programme must give learners the opportunity to take overall responsibility - in other words, it should nurture leadership qualities.
- Place emphasis on enjoyment rather than winning.

Scheduling a intramural programme and the person taking the lead

- It is best to schedule the programme after school and the physical educationist must take the lead here.

5 Draw for tournaments included in assignment at the end

STUDY UNIT 13 INCORPORATING PHYSICAL EDUCATION IN THE EDUCATIONAL PROGRAMME

1 The integration of physical activities and health

The relationship between health and physical education must be exploited by the teacher. Effective integration can be achieved by showing children how to measure their heartbeat and breathing rates and by clearly explaining the relationship between exercise, diet, and health. The following examples illustrate how health and safety can be integrated into a variety of physical education activities.

- Periodic measurement of height and weight with discussions about growth, maturation, and the need for daily physical activities.
- Discussion relating to the importance of personal cleanliness - showering, nails, hair and so on.
- Projects that involve obtaining background information on physical fitness, personal assessment and maintenance, or remedial programmes.
- Class projects that involve studying the school environment, then designing safety rules and procedures for certain areas and activities.
- Learning to take pulse rate, blood pressure, and other physical assessments, then assessing the value of various types of physical activities in terms of improving the efficiency of the cardiorespiratory system.
- Learning how to administer basic first aid and designing first aid materials.
- Class projects investigating the nature and background of various physical hindrances; projects should include ways of modifying physical activities in order to bring with similar hindrances into the mainstream.
- Doing the plumb line posture test on each other, then discussing and creating a programme that contributes to good posture; this programme should include various sitting postures (at home, when watching television and when sitting at a desk) and general standing and walking postures.
- Discussions about the importance of regular physical examinations, including what is examined, how often someone should be examined and the importance of protective or remedial measures for any problems detected.
- Class projects involving nutrition, including personal analysis of family eating pattens, types of foods eaten, calorie counting, and the relationship between dieting and exercise.
- Individual projects that look at the health and nutritional habits of favourite movie, television or sports personalities.

2 Linking Art and Music to Physical education

Art activities

- Draw a movement sequence performed in a previous gymnastic session. A game, event or dance skill can also be drawn.
- Construct musical instruments that can be used in creative dance activities.
- Draw, colour or paint game, dance or other movement activities. These activities can include sports figure or scenes, court dimension, or dancing scenes.
- Design bulletin boards and gymnasium murals that illustrate events, movements or health-related activities.
- Design adventure or creative playgrounds. This requires understanding children's needs and interests, and a knowledge of the structure and strength of the materials. Use your creativity to draw or illustrate ideas (using a variety of materials).

Music activities

Teach the basic elements of rhythm, such as underlying beat, measures, tempo and phrasing as it applies to rhythmic, folk and creative dance activities.

- Use musical accompaniment for warm-up activities, rope jumping, and background music for ball bouncing and certain gymnastic sequences.
- Create songs or musical accompaniment for creative dance activities.
- Interpret songs, sounds and musical scores through creative movement.

Adapting physical education activities to the classroom

Most schools do not have a gymnasium in their school or a school hall that can be used on a daily basis. Some schools are assigned to only one period a week in the gymnasium (if they have one). This arrangement is inadequate for the physical needs of young children. Bad weather and the lack of outside playing areas may leave the classroom as the only available space for physical activity. The teacher has no other solution but to resort to the classroom or hallways to provide physical activity. However, with a few minor adjustments of the basic rules and safety procedures, the classroom can be used for many physical activities.

Adaptions:

- Move the desks and chairs aside in a safe, quiet, and an efficient manner.
- Designate teams (by row or any other type of classroom grouping). Having a contest to see which group finishes first helps this procedure to go much faster.
- Participation - Provide opportunities for every member of the class to participate in the physical activity. Split the class into as many separate playing groups as possible.

Safety:

- Remove pencils and other materials from the tops of desks and keep children ways from sharp corners and edges. Only permit running when noise does not seriously disturb adjacent classrooms. Rules must be simple and understood.
- Noise - A few basic rules must be kept in mind to keep the noise problem under control. In games and contests, modify verbal commands and require hand clapping instead of team or class yells.
- Classroom games - "rainy day activities" are simple activities that can be played within the classroom. They require little or no changes to classroom furniture and nor do they require ~~or~~ elaborate equipment. After long periods of concentration (especially), short games provide both the teacher and the learners with the relaxation they need.

STUDY UNIT 14: EVALUATION AS PART OF PHYSICAL EDUCATION

1 Two evaluation processes

- Summative - A learner is tested one every 6 weeks or at the end of a series of units
- Formative - testing is done more frequently

2 Approach to testing in the primary school

Primary school learners need to be evaluated on their physical growth. This is calculated according to their height, weight and fatness. Measurements should be taken at least two to three times a year. Physical fitness and motor performance tests are considerably more reliable at this stage. Educators use more summative evaluation.

3 Checklist and rating scales

The quality of movement should be evaluated. Use rating scales and checklists for formative evaluation. Checklists are marked to indicate the presence of certain characteristics.
Rating scales - show the degree to which the characteristics are present eg. Point scale 1 - 3 or 1 - 5 are used.

4 Five types of testing

- Growth - height, weight and fatness
- Health-related - Physical fitness; -cardio, fat strength & flexibility
- Movement skills (stability, locomotion & manipulation) - fine, gross motor skills
- Knowledge - cognitive tests
- Affective measures - feelings/attitudes towards physical education

5 Evaluation of growth

Height - Stand up straight, with shoes against a wall
Weight - Reliable medical scale
Fatness - Measure skin folds to determine fatness.

6 Apparatus for measuring fatness

Skinfold calipers

7 Dieting at a young age

No, a balanced diet is necessary to ensure adequate growth and that sufficient nutrients are acquired. It is necessary to cut out fatty foods.

8 Physical fitness test for primary school children

- Cardiovascular endurance --- multi-skill fitness test.
- Strength and muscular fitness
- Flexibility
- Body fatness
- Power

9 Best way of evaluating movement and sports skills

Do the best you can. Call in experts, parents, supervisors, teachers who are knowledgeable and attend the necessary courses.

10 Issues to be considered when conducting sports skills test for the upper grade

- Does the test measure an important skill taught in the unit?
- Is/are the necessary equipment/facilities available?
- Is the test reliable and valid?
- Can the results be interpreted meaningfully?
- Is the test fun for children?
- How long does it take to test the entire class?

11 Observation sheet to evaluate flexibility for primary grade - see enclosed photocopy in assignment

12 **Validity** - the extent to which a test measures what it is supposed to measure

Reliability – Test constantly obtains the same answers

13 Evaluation of outcomes

Irrespective of what you test – specific or general outcomes – plan how to evaluate. Choose the most appropriate test and decide what constitutes achieving the outcomes. Objectives must be challenging, but obtainable.

14 Reasons why outcomes are not accomplished

- Outcomes chosen are too difficult.
- Activities chosen were inappropriate.
- Instruction was unsuccessful.
- Learners did not put sufficient effort into achieving the outcomes.

15 Purpose of grading

- Check that learners are growing normally and improving, how one learner compares with others, what areas need to be improved, are learners doing their best.
- Learners need feedback.
- Parents need to understand how children are progressing and how they can support the system.
- Teachers need to evaluate programme and teaching methods.

16 PHYSICAL EDUCATION PARENT REPORT

Name: _____ **Grade:** _____ **Age:** _____

Gender: _____ **Teacher:** _____ **Year:** _____

Growth ***Reporting Period***

	Norm	Start of Year	Mid Year	End of Year
Height (kg)				
Weight (cm)				
Fatness Sum of Skinfolds Percentile				

Teacher comments: .....

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Health-Related Fitness ***Reporting Period***

	Norm	Start of Year	Mid Year	End of Year
1-mile run (time in min & sec)				
Sit-and-reach (distances in cm)				
Bent-knee Sit-ups (number in 1 min)				

Teacher comments: .....

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LOCOMOTOR SKILL CHECKLIST

1st check (date) **2nd check (date)**	**Walk**			**Run**			**Leap**			**Jump**			**Hop**			**Skip**			**Slide**			**Stop**			**Dodge**		
	1st check	2nd check	3rd check	1st check	2nd check	3rd check	1st check	2nd check	3rd check	1st check	2nd check	3rd check	1st check	2nd check	3rd check	1st check	2nd check	3rd check	1st check	2nd check	3rd check	1st check	2nd check	3rd check	1st check	2nd check	3rd check
Name 1.																											
2																											
3																											
4																											
5																											
6																											
7																											

MANIPULATIVE SKILLS

Rating Scale (see stages of skill development) **0 Cannot perform** **1 Initial stage** **2 Intermediate stage** **3 Automatic stage**	**One-hand underhand throw**			**One-hand overhand throw**			**One-hand underhand catch**			**Two-hand overhand catch**			**Striking with hand**			**Striking with an implement**			**Kicking a ball**			**Dribbling a ball**		
	1st check	*2nd check*	*3rd check*	*1st check*	*2nd check*	*3rd check*	*1st check*	*2nd check*	*3rd check*	*1st check*	*2nd check*	*3rd check*	*1st check*	*2nd check*	*3rd check*	*1st check*	*2nd check*	*3rd check*	*1st check*	*2nd check*	*3rd check*	*1st check*	*2nd check*	*3rd check*
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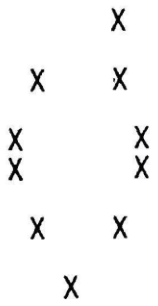
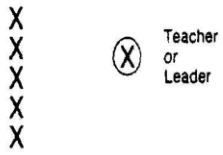
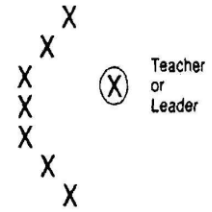
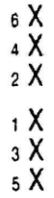
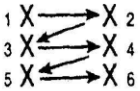
FLEXIBILITY CHART				
Child's name:				
Class:				
Skill/Movement	**Yes/**	**Comments**	**If yes, rating on scale**	**Rating average for class**
Body awareness				
Stretched shapes			1 2 3 4 5	
Curled shapes			1 2 3 4 5	
Wide and narrow shapes			1 2 3 4 5	
Twisted shapes			1 2 3 4 5	
Additional comments:				
Signed: Teacher:				



PHYSICAL EDUCATION REPORT				
Child's name:				
Class:				
Skill/Movement	**Yes/**	**Comments**	**If yes, rating on scale**	**Rating average for class**
Locomotor:				
Walking			1 2 3 4 5	
Running			1 2 3 4 5	
Jumping			1 2 3 4 5	
Hopping			1 2 3 4 5	
Skipping			1 2 3 4 5	
Sliding			1 2 3 4 5	
Stopping			1 2 3 4 5	
Dodging			1 2 3 4 5	
Non-locomotor:				
Swinging			1 2 3 4 5	
Bending			1 2 3 4 5	
Stretching			1 2 3 4 5	
Twisting & turning			1 2 3 4 5	
Pushing			1 2 3 4 5	
Pulling			1 2 3 4 5	
Manipulative skills:				
Throwing			1 2 3 4 5	
Catching			1 2 3 4 5	
Striking			1 2 3 4 5	



BASIC FORMATIONS

Formation	Explanation	Uses
Circle 	Children may form a circle by following the teacher as she walks around in a circle. Other methods include all joining hands and forming a circle, or having the class take positions on a circle printed on the floor or play area.	Simple games Warm-up exercises Circle relays Teaching simple stunts Teaching basic dance steps Teaching throwing and kicking skills Marching Mimetics
Line 	Place one child for each line desired equidistant apart, then signal the class to line up behind these children. The first child in each line may move out in front of his line or shift to the side as illustrated.	Relays Simple games Marching Teaching stunts on floor or mats Roll taking Teaching basic skills
Fan 	The fan formation is used for small group activities. Arrange children in a line facing their leader, then have them join hands and form a half-circle.	Throwing and kicking drills Relays Mimetics Simple floor stunts Teaching dance skills
Shuttle 	Arrange children in two, three, or more equal lines, then separate lines the distance required for the activity. Player 1 performs his skill, then shifts to the rear of the opposite line; player 2 performs and shifts to the rear of the opposite line, etc.	Throwing and kicking drills Relays Tumbling activities from opposite ends of mat Activities requiring close observation by teacher
Zigzag 	Arrange class or squads into two equal lines, with partners facing each other. Player 1 passes to 2, 2 passes to 3, 3 passes to 4, until the last player is reached.	Throwing, catching, and kicking skills
Scattered 	Allow children to find a spot in the play area. Have each child reach out with his arms to see if he can touch another person. Require the children who can touch others to shift until they are free of obstructions.	Warm-up exercises Mimetics Tag games Simple floor stunts Creative activities

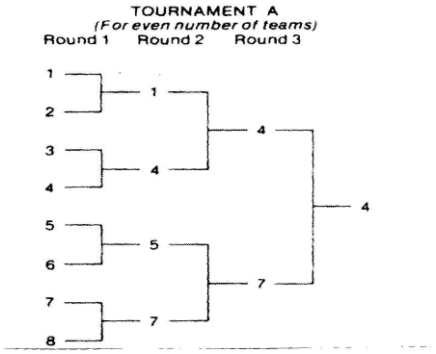
Organising tournaments

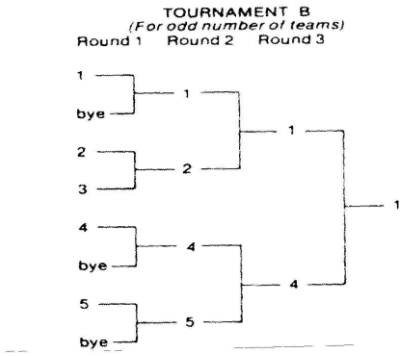
Tournament A
(For even number of teams)

Round 1 Round 2 Round 3

Tournament B
(For odd number of teams)

Round 1 Round 2 Round 3





Single Elimination Tournament

The elimination tournament is the easiest to organise and the quickest or determining a winner. Its use, therefore, depends on there being a large number of teams, limited facilities, and a minimum number of days to complete the tournament. Two examples of single elimination tournaments are shown in figure below:

In the first round of tournament A, the odd-numbered teams played the even-numbered, which eliminated teams 2, 3, 6, and 8 from competition. In the second round, team 4 beat team 1, and team 7 beat team 5. Teams 5 and 7 competed in the last round, and team 4 won the tournament. In tournament B, three teams were given a “bye” in the first round, because there was an odd number of teams.

The single elimination tournament does not require any byes when there is an even number of teams, providing it equals any power of two (2, 4, 8, 16, etc). With an odd number of teams, or those even-numbered teams not equalling a power of two, it is necessary to give one or more teams a bye in the first round; the number of byes required for specific numbers of teams follows:

No. of Teams	No. of Byes	No. of Goals
3	1	2
4	0	3
5	3	4
6	2	5
7	1	6
8	0	7
9	7	8
10	6	9
11	5	10
12	4	11

In the single elimination tournament, the number of games required to complete a tournament is always one that the number of teams.

Double Elimination Tournament

In a single elimination tournament, once a team loses a game, it is eliminated from all further competition. It is also quite possible for the second best team in a league to be defeated in the first round. Since the purpose of intra-murals is to provide maximum activity for all competitors, a *consolation bracket* can be added to any single elimination tournament. The added bracket, as shown, assures each team at least two games.

Round-Robin Tournament

In a round-robin tournament, each team plays every other team in the league. If time and facilities permit, this is the most desirable type of competition for team and individual sports. The winner is the player or team that wins the most games. Following is the procedure for organising a round-robin tournament:

1. Determine the number of games to be played by applying the formula $n(n\text{-}1) \div 2$ (n equals the number of teams). For example, six teams would require 6(6-1) ÷ 2, or 15 games.

2. Give each team a number and arrange in two columns. For round 1:
   1 plays 6
   2 plays 5
   3 plays 4

3. Keep team number 1 constant and rotate all other teams' one place in a counter clockwise direction until fifteen games have been scheduled.

Round 1	*Round 2*	*Round 3*	*Round 4*	*Round 5*
1vs.6	1vs.5	1vs.4	1vs.3	1vs.2
2vs.5	6vs.4	5vs.3	4vs.2	3vs.6
3vs.4	2vs.3	6vs.2	5vs.6	4vs.5

4. With an odd number of teams, use "bye" in space of a number and follow the same procedure. This example is for five teams, with each bye indicating the team will not play.

1vs.bye	1vs.5	1vs.4	1vs.3	1vs.2
2vs.5	bye vs.4	5vs.3	4vs.2	3vs.bye
3vs.4	2vs.3	bye vs.2	5vs.bye	4vs.5

STUDY UNIT 15 THE PHILOSOPHY OF COACHING AND THE ROLE OF THE COACH

1 Define a coaching philosophy.

- ideas, opinions or attitudes based on a lifetime of personal experiences
- beliefs and principles that guide your actions
- foundations on which all knowledge of sport science, sport management and techniques and tactics is based
- how wisely you use knowledge

2 Own interpretation

3 Coaching philosophy own interpretation

4 Refer to paragraph 1.6 for the different roles of the coach.

5 Own interpretation

6 Refer to paragraph 1.7 for the characteristics of the coach.

7 Name THREE basic skills a coach must possess to be able to function effectively as a coach. Refer to paragraph 1. 9

- demonstration
- observation
- organisation
- showing understanding
- communication
- improving performance
- analysing performance

8 The coach works with various people

Administrators: Meet with administrators to discuss the various rules and regulations. Discuss plans and be cooperative and supportive.

Referees/umpires/judges: Meet with umpires and athletes so that they can respect any decisions taken.

Parents: Set up meetings with parents to enable them to get to know the procedures, specific roles of parents and to inform them about their children's progress.

Players : Design questionnaires to determine athletes' needs.

9 Reason for little credibility

- Coaches are not knowledgeable.
- What they say makes little sense or is of no importance to athletes.
- They often distort things or simply lie, so athletes have little trust in them.
- They constantly speak negatively.
- They speak to athletes as though they are stupid or less important than themselves.

10 To build credibility

- Be a cooperative coach.
- Be knowledgeable about the sport or at least honest about what you do and do not know.
- Be reliable, fair and consistent.
- Express warmth, friendliness, acceptance, and empathy.
- Be dynamic, spontaneous and open.
- Adopt a positive approach.

STUDY UNIT 16 TRAINING THEORY

1 The meaning of fitness

How well a person is adapted to and capable of living a certain lifestyle.

2 Components of fitness

Power, speed, flexibility, specific endurance, general endurance and strength.

3 Progression: The gradual increase in load and intensity of training, from easy to difficult.

Overload: Placing greater rather than previous demands on the energy system being trained.

Specificity: Concentration on the development of the primary fitness components required for a particular sport.

Variation: Helps maintain the athlete's interest in the training programme and therefore keeps the athlete motivated.

Reversibility: "If you don't use it, you lose it."

4 Techniques to achieve overloading

Increasing the frequency of training sessions, increasing the intensity of an activity, increasing the duration of an activity.

5 Define the meaning

- Warming up increases body temperature, respiration and heart rate. Prepares the body for the workload that is to follow. Reduces the risk of injury.
- Cooling down reduces/guards against pooling of blood, cramps, soreness and encourages removal of metabolic waste in body. Serves as a method of calming athletes after a heavy workload. Can be used to support an athlete psychologically (ie an athlete has to concentrate on the specific muscle that has to be cooled down).

6 Strength training specific to each sport

7 The suitability of circuit training for young children

- Circuit training exercises concentrate on the all-round development of the child.

- The young athlete has to focus on the use of personal body weight (this makes it easier for schools/clubs that do not have equipment) and other resistance methods (medicine balls, weights or equipment).
- Exercises completed according to the child's ability.
- The rate of improvement is determined by the rate of progression.

8 Setting up a circuit

- It is important that different muscles are used in every station, and not only leg/arm exercises. Include the whole body.
- A circuit can also include a portable obstacle course.

9 Improving flexibility?

- Do coordinated and fluid movements.
- Warm up before each session for at least 5 to 10 minutes. Slow, continuous body movements.
- Do not allow athletes to bounce.

10 Types of stretching

Ballistic, static, and PNF (refer to study guide)

11 Description of PNF stretching

Refer to your study guide

12 Meaning of periodization

The division of the training programme into three main periods

13 Three main periods

Preparation period: Concentrate on general all-round fitness rather than on specific training. Introduce new **S**kills, techniques and modify existing techniques. Concentrate on volume.

Competition: Volume is reduced - intensity increased. Training more related to competition. Keep level of fitness.

Transition (active rest): Recovery after competition and encourages interest and general fitness through a variety of activities.

14 Principles of training

- Big movements before small movements
- Simple to complex tasks
- Break the movement into parts (parts then whole movement)
- Continuous practice or broken practice
- Decide what activities and in what order will determine your goals and objective
- Build in the principle of effective practice sessions; set overall goals and objectives
- Decide how the practice fits into the big picture of the micro cycle and the period of training
- Set specific goals and objectives
- Decide which skills, biomotor abilities or energy systems will be developed

15 Implications for the coach

- Coaches must refrain from encouraging specialisation too early on in the young athlete's career.
- Practice sessions must be within the child's ability.
- Encourage a wide range of movement experiences.
- Use the amount of time effectively.
- Coaching the incorrect technique causes injuries and results in little progress.
- "Winning at all costs" causes children to drop out of sport at an early age.

STUDY UNIT 17 TEACHING SKILLS

1 Basic development pattern

Describe the basic pattern of movement (see 5.3 in your study guide).

The foundation period - up to seven years of age

During this period, children should be offered a broad range of nonspecific physical activities. Specialisation in one sport should not be allowed. The emphasis should be on basic coordination, skills and movement patterns.

The participation period - 7 to 11 years of age

Sport competitions were derived by men who were at the peak of their careers. These competitions are, therefore, not suitable for children. During this period of physical development, children should experience modified versions of adult games.

Activities should be designed to develop specific skills. Coaches should aim at offering children as wide a range of physical and sporting experience as possible.

The performance period - 11 to 14 years of age

During the performance period, learners should be exposed to activities that have not been modified. Experiencing full-games will enable children to appreciate the demands and benefits of the various sports. Learners can then identify activities that are physically, mentally and personally suited to them.

The development of excellence - 14 to 16 years of age

Learners can now participate and specialise in a particular sport if they wish. If they are offered a wide range of sporting experiences, most learners will be able to find at least one activity that is good for them. This activity may then be developed further.

2 Stages of learning

Stage 1 The beginning stage
Characteristic: Athletes need to know what it is they are trying to achieve

Stage 2: The intermediate stage
Characteristic: The athlete develops due to regular practice according to the motor programme that was initiated in the beginning stage.

Stage 3: The advanced stage
Characteristic: Athletes can maintain a high level of performance in a variety of competitive environments.

3 Implications of each stage

Beginning stage

- Introduce each skill with clear, simple and short explanations.
- Allow the learner to practise the skill by himself or herself.
- Help the child to concentrate on one or two main parts of the skill.
- Provide continuous and positive feedback throughout the beginning phase of the skills.
- As the child begins to understand how to perform the skill, gradually stress more form.

Intermediate stage

- Provide numerous practice activities that require increased levels of skill performance.
- Provide appropriate coaching hints and suggestions throughout practice activities and lead-up games.
- Gradually increase the rate until the skill is performed to the speed required in the mature form of the activity.
- Stress short practice sessions with frequent breaks, rather than long practice sessions with few breaks.
- Stress practice sessions and lead-up activities that are performed with small groups and that require maximum participation.

Advanced stage

- Provide practice sessions that improve form, style and accuracy.
- Provide more qualified coaching techniques, including better skills analysis and effective motivation devices.
- When plateaus are reached, encourage the learner to experiment with new ideas or a change of pace.
- Doggedly continuing without improvement or satisfaction may cause a regression in skill performance.
- Provide greater variety and more intensity in practice sessions, lead-up activities and in official sport, dance or gymnastic contents.

4 Methods to teach simple skills

Imitation
Athletes must focus on what is to be imitated/copied. They should watch or try it, remember and practise it.

Demonstration/explanation/practice/correction
Allows for further practice and correction in more detail. Provides information while practice continues.

5 Teaching complex skills

- **Shaping method** - making an action simpler.
- **Chaining method** - breaking the skill up into simpler parts. Chain the skill together. A complex skill is made up of a number of simple, distinct parts. A part is a link in the chain.

6 Teaching skills involve four steps

- a brief introduction
- precise, clear explanations
- practice time
- feedback

7 Most effective way to include demonstrations

Give demonstrations wherever possible, because they help athletes to learn skills by providing them with a visual model they then can copy. Explanations and demonstrations work hand-in-hand to develop an understanding of what is to be a technically correct demonstration. When including demonstrations, it is essential that you can perform the skills correctly yourself. An effective demonstration (by a coach) builds respect.

If no one is available to do the skill demonstration, use film or video instead. Slow motion can be used to concentrate on movements that are difficult to follow at normal speed. Please note that this must always be followed by watching the action at the normal speed.

Sound can also be used to help skill learning, because sound focuses on the rhythm of physical movements. Clapping hands, for example, during demonstrations makes it easier for young athlete's to learn a skill.

STUDY UNIT 18 SPORT PSYCHOLOGY

1 Athlete becoming victim of his or her own thinking

Yes, this causes an inverted “U”. Too much worrying causes an athlete to become anxious. Athletes must base their concentration on those things they can control, such as attitude to training and controlling moods. They also need to have a planned approach.

2 Advice to John

- John must focus on his goals. Avoid last minute changes/tactics.
- Do not stress about the outcome of the game.
- Help athlete to regain concentration when distracted.
- Teach to control level of arousal and concentration.
- Teach him to look forward to competition.
- Teach him relaxation techniques.
- He must concentrate on his individual performance.

3 Methods to enhance motivation

- Make them feel part of a group.
- Make them look forward to competitions.
- Allow them to become competent in sport.
- Concentrate on things they can control.

4 Keeping Harry motivated

- Increase Harry’s fitness and strengthen his ankle.
- Concentrate on important roles he plays in team.

- Also concentrate on his natural abilities.

5 Controlling levels of anxiety

- Effective goal setting to increase self-confidence.
- Using the appropriate relaxation techniques.
- Setting clear targets.

6 Long-term goals are set at the start of the season, they relate to 4/5 year period. Aim at higher level of skill or better time or placing.

7 Short-term goals are stepping stones to long-term goals. Should be achievable and assessable.

8 Short-term goals relate to

- performance segments
- specific skills
- fitness
- concentration
- emotional control
- social goals
- performance strategies

9 Guideline for setting goals

- realistic and accurate initial assessment of fitness
- accurate analysis of performance
- systematic and progressive workloads
- basis of a sound programme
- developing general strength/specific speed
- development of skill

10 Marked individually

11 List of behaviours

Successful
- Shows respect for officials.
- Respects opponents.
- Plays within laws and rules.
- Gets enjoyment.
- Uses polite/ courteous language.

Unsuccessful
- Does not give of his or her their best.
- Disrespectful towards officials.
- Disrespectful towards opponents.
- Tries to cheat.
- Swears/uses abusive language.

12 Five important aspects when counselling athletes who have experienced setbacks

- Accurate assessment
- Analysis of performance

- Athlete's need to achieve success
- Motivation is key to improvement
- Need for commitment to programme
- Students must not be overstressed
- Factors influencing performance
- Awareness of athlete's lifestyle
- Need for balanced lifestyle
- Role of the coach

STUDY UNIT 19 : TEAM AND STRESS MANAGEMENT

1 Marked individually

2 Management of three periods

Review
- your coaching philosophy
- development of your instruction plan for the season
- staff selection and training
- player positions
- scheduling
- facilities
- equipment and supplies
- fiscal management
- risk management
- parent-orientation programme

In-season management
- player supervision
- maintenance of equipment
- putting your pre-season plan into action
- transportation
- publicity
- first-aid provision

Post-season management
- evaluate your programme
- take care of the players
- check whether any equipment needs repairing
- complete the necessary performance records
- arrange an awards function

3 Attending to aspects

Keeping medical staff productive
- You need to clearly understand the qualifications of the medical personnel who work with you. If they are trainers, they must not be allowed to perform functions beyond their qualifications.
- They need to know exactly what their responsibilities are.
- Do not interfere with their decisions.
- Ask them not to interfere with non-medical issues that are your responsibility.
- These persons need to be thanked for the work they do.

Working more effectively with parents

- Remember, it is the parents who are ultimately responsible for their children.
- Parents, in turn, need to respect your position. They must not interfere with your decisions.
- Keep parents informed and keep them involved.
- Don't allow athletes to involve you in a "war" with their parents.
- Help parents to find out about their responsibilities regarding equipment, uniforms, fees, pre-game meals, transportation and, in particular, contest behaviour.
- Inform parents directly and immediately if a serious problem arises involving their son or daughter (injury, theft, drugs).
- Not all parents will care much about their son or daughter's participation, nor will they all respond as you would hope, but you still have a duty to inform them and ask for their help.

Preparing officials for their responsibilities

- Be prepared for the officials' arrival before the contest. Designate someone to greet them, show them their dressing facilities if they need them and familiarise them with the facility.
- Treat them as you would like to be treated.
- Avoid constantly harassing officials from the sidelines. If you have to step in and speak to spectators, do so.
- If you question a rule interpretation, express your concern to the official at the appropriate time and in an appropriate way.
- Avoid intimidation tactics. They set a very poor example for players, staff and spectators.
- Help officials in every way possible to enforce the rules that protect the wellbeing of all players.
- Thank officials for their work after the contest. Teach your athletes to do the same, even if you lost the match.

4 Sources of stress

- Coaches believe that administration and the community do not appreciate the difficult job they have to do.
- Coaches are concerned that players will not respect them.
- Coaches worry about making mistakes.
- They get tired during the season.

(see study guide, for more detail.)

5 How to cope with stress

- Find something good to comment on after a bad practice or game.
- Keep you temper and other emotions under control when coaching.
- Try not to think about a coaching matter when you are at home.
- Try to find coaching challenging but never overwhelming.
- Do not fly off the handle when a player or an official makes a mistake.

(see 12.6 in study guide for more detail)

6 Steps to manage your time more effectively

- Establish seasonal or yearly, six-month and three-month goals and monitor them regularly.
- Develop schedules and criteria to measure progress for major events.
- Discuss plans with experts, encourage feedback and constructive criticism.
- Design a record system that provides a quick reference to results.
- Compile a “to do” list to keep you on track. (see study guide 12.7 for more detail)

7 Reason for healthy lifestyle

A healthy lifestyle management is important. If not, you could be heading for a heart attack, a stroke or a hypertension-related disorder.

8 Achieving healthy lifestyle can be achieved by

- regular exercise
- a high-performance diet
- maintaining a moderate weight level
- controlling blood pressure
- not smoking
- drinking alcohol in moderation
- managing stress

STUDY UNIT 20 : PARENT, COMMUNITY AND MEDIA INVOLVEMENT

1 How coaching and schools benefit by improving school-community links

- Coaching and school would benefit by improving school-community links.
- Closer links help ensure a systematic and coordinated programme.
- A more coordinated approach to sport provides the country's youth with more opportunities.
- Providing the appropriate contact with community sport can improve the coach’s programme (various drills can be used).
- He or she gets to learn more about the various methods of coaching.

2 How athletes benefit

- Children go beyond the status of being learners who have to participate to being active, voluntary participants in community sports.
- Children can occupy positions in community sport clubs.
- Children are encouraged to become involved in sport for life.
- Children become aware of community facilities and competitions.
- Community clubs are more aware of school programmes.

3 Four strategies to link school sport programmes with the community

- Use experts to do a coaching clinic.
- Conduct training sessions with an overall goal in mind.
- Organise class attendance or member of a senior team at a game.
- Invite local referees to attend a class session.
- Get your group to participate in a local competition.

- Collect and display information on community competitions and facilities.
- Arrange publicity for finals and award presentations.
- Give athletes opportunities to help with events and competition management in the community.
- Make sure that parents understand the objectives of the programme.

4 Advantages of parent orientation programme

- Allow parents to get to know you.
- Inform parent about the nature of sport and potential risks.
- Explain that children must not be put under pressure too early on.
- Get to know the rules, regulations and procedures.
- Enables you to understand the parent's concern.
- Establish clear lines of communication.
- Possibility of obtaining help from parents.

5 Best time for parent orientation

At the beginning of the season.

6 Length of meeting

Two hours should be adequate .

7 Should athletes attend

The decision should be based on the coach's feelings.

8 Place of meeting

The most easily accessible venue for all.

9 Use of post season evaluation

- It is wise to ask parents to evaluate you and the programme.
- It provides an indication of which points have to be improved for the next season.
- It will help you become a better coach.

THE NAME OF THE GAME

Helpful hints for teachers and coaches
CONDUCTING A COACHING SESSION

The ideal coaching session for young players will last between 45 and 75 minutes, depending on the age of the players. Our plan below is based on a 60-minute session, but can be varied according to the time available. We recommend that at least one-third of your time be devoted to skill development.

It is essential that the coach plans every session. It will make it more enjoyable and profitable for the children and the coach will feel that they have achieved worthwhile goals. Each session must be varied and related to the ability of the child.

a) Group organisation (5 minutes)

Use this time to bring the players together. Talk to them about the session. It allows for latecomers to settle before beginning the planned activities.

b) **Physical warm up (5 minutes)**

The warm up is very important to avoid injuries. Start with a slow jog, do some simple exercises to stretch muscles and then play an active game such as tag.

c) Skill development (20 minutes)

Revise a skill taught in an earlier session and reinforce the key points as the players warm up. Remember to use lots of praise!

Demonstrate (or have someone else demonstrate) the new skill that you have planned for the session. Break the skill into parts if necessary but be sure to demonstrate the skill as a whole and at normal speed. Make sure everybody can see the demonstration and repeat it several times highlighting key points.

Practise the skill, starting with the basic skill and work towards having the players end up practising the skill in game-like situations.

Observe all players so that you can praise good techniques and spot basic errors. Re-demonstrate if necessary.

Coach the players who need correction. Be sure to be positive and supportive. Emphasise what to do rather than what not to do. Shouting and criticising will not achieve anything.

d) Modified games (15 minutes)

Children will want to play a game so set aside some time where they can practise the skills in a game situation without too much instruction from the coach. Make sure that everybody is involved and not sitting out for long periods.

e) Concluding activity (5 minutes)

Use this time to emphasise the key points from the skill introduced in this session. This revision can be done whilst the players are doing some simple stretching exercises. Praise all the players and also use this time to talk about the next game venue and time and other organisational matters.