INTRODUCTION TO COACHING

‘Getting started coaching marching’
Coach Work Book
The ‘Getting started coaching marching’ Activity Book has been designed to accompany the ‘Getting started coaching marching’ Resource Book and when completed is to be handed to the Association Coaching Coordinator for assessment of understanding.

For more details about ‘Getting started coaching marching’ and other coaching marching programmes email coach@marching.co.nz
MARCHING ____________________
INTRODUCTION TO COACHING

‘Getting started coaching marching’

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE ONE:</td>
<td>THE ROLE OF THE COACH</td>
<td>5</td>
</tr>
<tr>
<td>MODULE TWO:</td>
<td>SPORT FOR EVERYONE</td>
<td>12</td>
</tr>
<tr>
<td>MODULE THREE:</td>
<td>COMMUNICATION</td>
<td>15</td>
</tr>
<tr>
<td>MODULE FOUR:</td>
<td>SKILL TEACHING AND LEARNING</td>
<td>17</td>
</tr>
<tr>
<td>MODULE FIVE:</td>
<td>SPORT SAFETY</td>
<td>19</td>
</tr>
<tr>
<td>MODULE SIX:</td>
<td>PLANNING</td>
<td>22</td>
</tr>
<tr>
<td>MODULE SEVEN:</td>
<td>TEAM ADMINISTRATION</td>
<td>24</td>
</tr>
<tr>
<td>MODULE EIGHT:</td>
<td>TEAM WELFARE</td>
<td>25</td>
</tr>
</tbody>
</table>
Who can be a Coach?

Coaching is for anyone who enjoys sports and genuinely cares about the all-round development of the individuals in their care. Coaching is not just about improving the athletes’ physical performance, nor is it about winning. The development of the athlete as a ‘whole’ person is just as important as success in the sport. The physical skills you teach your athletes may only be used for a few years, but the attitudes and values they develop towards themselves and others will last a lifetime.

Why do people Coach?

Some common reasons are -

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Activity One

What do you want to achieve as a coach, what’s in it for you?

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Question 1

What marching grade will you be coaching?
The principles of Fair Play

Fair play means abiding by the principles of integrity, fairness and respect.

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The Ethics of Coaching

The development of coaching ethics helps ensure professionalism in coaching and the Sport NZ Code of Ethics is based on 7 components.

Activity Two

List the 7 components of the Code of Ethics

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As a Coach you should

➤ Be treated with respect and openness
➤ Have access to self-improvement opportunities
➤ Be matched with a level of coaching appropriate to their ability
The Impact of Coaches

I have come to a frightening realisation.

I am the decisive element on the field. It is my personal approach that creates the climate for learning and personal performance. It is my daily mood that makes the weather bright or dreary.

As a coach, I possess tremendous power to make my athlete's lives miserable or joyous. I can be a tool of torture, or an instrument of inspiration.

I can humiliate ... or ... humour, hurt ... or ... heal.

In all situations, it is my response that decides whether the experience of sport is positive or negative and whether my athletes gain or lose self esteem.

(Hiam Ginott)

Coaching Styles
Activity Three

With arrows, link the picture with the correct coaching style

The Command style.  The Cooperative style  The Submissive Style

The Dictator  The Babysitter  The Teacher

What kind of coach will you be?

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Question 2

What are the roles of the coach?
Question 3

What skills does a good coach need?

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Question 4

What are the qualities of a good coach?

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So to be a good coach you need to have

- A genuine concern to help others develop, both physically and mentally.
- A willingness to consider the needs and best interests of others before yourself
- An ability to listen and learn
- A commitment to competing well, rather than winning at all costs
- A good sound knowledge of your chosen sport
- A sense of fair play and sportsmanship
Activity Four

Think back to a favourite coach:

- What was it about that coach that you admired so much?

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- What qualities did they have that made you want to become a coach?

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- What were that coach’s motivating qualities?

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- What four characteristics do you believe you could adopt as a coach?

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Now think back to a teacher or coach that you disliked:

• What traits did they have that you disliked?

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• What four traits do you hope to avoid adopting?

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Question 5
What is your personal coaching philosophy?

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Sport is for people of any age, ability, gender or race to enjoy. It is important to remember that these people participate in sport for the same reasons – to improve their fitness, develop new skills, achieve goals, make new friends and have fun and so on. Everyone should have an equal opportunity to play sport.

**Why children play sport**

**Physical** - to improve fitness levels, learn and develop new skills

**Social** - to interact with their friends and make new friends

**Psychological** - to play sport helps to develop self-esteem, motivation, confidence,

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**Activity Five**

**Why they join our sport**

List why participants join our sport and what you think they want from participating

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Why they leave our sport

List why participants leave our sport and what you think they did not get from participating

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Everyone is included

Athletes come in all shapes and sizes and at all levels of physical and mental abilities and some with forms of disability.

Athletes not only differ in age they have differing characteristics and needs also. Physical, social, emotional and cognitive characteristics are required to be coached at the appropriate level of development and for that age group community.
Age group communities

**Activity Six**

Complete the *chart of age communities*

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood &amp; Middle Childhood</td>
<td>(Under 5 years)</td>
<td>Open Free Choice *&lt;br&gt;Athlete centred learning with an emphasis on fun/enjoyment, full involvement and successful outcomes</td>
</tr>
<tr>
<td>Late Childhood</td>
<td>(9-12 years)</td>
<td>*&lt;br&gt;Athlete centred learning involving fun, enjoyment and challenge with managed risk</td>
</tr>
<tr>
<td></td>
<td>(13-16 years)</td>
<td>*&lt;br&gt;Senior&lt;br&gt;Athlete centred learning with shared ownership of goals and objectives and shared responsibility and decision making.</td>
</tr>
<tr>
<td>Late Teenage</td>
<td>*</td>
<td>Senior – Masters&lt;br&gt;*&lt;br&gt;Athlete centred learning through consistent activity with a social, enjoyment, health and wellbeing focus</td>
</tr>
<tr>
<td>Social Adult</td>
<td>*</td>
<td>*&lt;br&gt;Athlete centred learning through consistent activity with a social, enjoyment, health and wellbeing focus</td>
</tr>
</tbody>
</table>
In coaching there are three types of communication

**Verbal** – clear, precise instruction on how to perform a skill

**Non-verbal** - utilising other participants or demonstrate skills yourself as some participants learn better through visual learning

**Giving feedback** – the “sandwich approach” – this means to layer up positive and constructive responses that praises the participants and enables advice to improve on a skill/play

**Activity Seven**

Give two more examples of the sandwich approach

"Your arm-swings are great Lucy"
(Positive feedback)

"Next time try swinging them lower at the back"
(Constructive feedback)

*I liked the way you kept your upper body still though; that was excellent”*
(Positive feedback)
Important steps to take

VOICE - Constantly vary the tone of your voice

CLEAR - Speak clearly and keep all instructions clear and short. Never be long winded.

POSITIVE - Always be positive in your approach. This is sometime very hard to do if things are not going to plan. But if you are negative in your communication your athletes will switch off and you will not get your message across.

PRECISE - Be precise with directions and counts as they will do exactly what you tell them to do. Quite often if your athletes do not respond in the way you have directed, the cause is in the way you have explained it. So rethink your direction and start again.

FEEDBACK - Always give positive feedback on the way they have performed the drill.

IDENTIFY - After giving positive feedback, positively identify any faults and show them what is wrong and how to correct any faults, one at a time.

PRAISE - At all time give praise even if they have not quite mastered the drill being attempted. They have attempted it and it will get better with praise and positive training.

My Notes

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Skill teaching

Before a Coach can teach skills they first must learn them or up-skill them from an earlier marching career as a marcher. A coach too, needs to learn the ‘marching jargon’ like rank and file or pause and tempo or alignment and dressing.

Question 6
Do you have an up-to-date blue folder Policy & Operations Manual (Technical)?

Question 7
What section is Introductory Grade?
Question 8
What section is Uniform?

Activity Eight
Thinking of the grade you will be coaching, list the sections of the Policy & Operations Manual – Technical that you will require:

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Ensuring all participants are safe in the coaching environment is extremely important and as a coach you are responsible for all athletes whilst they are at training or at game time.

**Activity Nine**
List the sport safety areas of responsibility of a coach -

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Sports injuries are not caused by one single factor. Often sports injuries are the result of a number of conditions and circumstances.

**Activity Ten**
List the common causes of sport injuries -

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**Question 9**
Do you have an up to date First Aid Certificate?
FIRST AID

All Coaches should have an up to date First Aid Certificate and be prepared at all times to administer any first aid assistance.

All teams should also have their own first aid kit at practise and game day that should also include the contact numbers of parents/caregivers and a list of any athletes with special health/injury issues, blankets, water and a cell-phone.

Activity Eleven

What items would include in your team First Aid Kit?

Band-aids
Question 10
Thinking of safety, what three things should be with a coach at every practise and game?

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INJURY MANAGEMENT

Injury management involves identifying, treating and recovering from an injury. The sooner you rest and treat the injury, the less time you will be in pain or discomfort, and the sooner you will be able to return to your activity.

When you approach the scene of an accident or emergency, follow the DR ABC Action Plan.

Question 11
What do the following stand for?

DR. ABC

T.O.T.A.P.S. (an effective injury assessment tool)

R.I.C.E.D. the method of injury treatment can relieve pain, limit swelling, protect the injured tissue, all of which help to speed healing

H.A.R.M
Being a good coach involves being a good manager and a good organiser. Time at practice is precious and the more time you spend organising, means more time for learning and having fun. Planning may seem like a big task but it will certainly make your life easier in the long term.

Activity Twelve

The ‘APPLE’ planning cycle

The planning process involves 5 stages in a continuous cycle, list the 5 stages

1. 
2. 
3. 
4. 
5. 

Planning a coaching session

When planning a coaching session it is important the coach is prepared

My Notes

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MODULE SIX: Planning
Activity Thirteen

List the 7 components of the a training session for your marching team

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When warming up the coach has to consider the limited time that is available to warm up effectively and it is very important that they encourage and use a warm up routine in a coaching session and before a game because –

Question 12
List reasons for ‘warming up’

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The Rules of Participation outline the requirement of a team and the responsibilities of the Team Officials in it.

The appointment of Team Officials is the sole right of the Coach, hence considerable thought be given to such appointments. Getting to know your parents and their skills will help you make the correct appointments.

**Question 13**
What team official's are required for a Team?

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**Activity Fourteen**
List the components of the team report your Coaching Co-ordinator expects from you

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2______________________________________________________________________

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**Question 14**
What regional Sport Trust covers your Association?
Team Welfare is very important and it is up to you as the Coach and your appointed Chaperon to decide what is unacceptable behaviour and from this an established list of ‘team rules’ should be drawn up and given to all the marchers and parents/caregivers.

**Question 15**
Why should you have Team Rules?

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What would be some Team Rules you would have?

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**Activity Fifteen**
List the components of the team report your Coaching Co-ordinator expects from you

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3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________
6. ______________________________________________________________
7. ______________________________________________________________