



MARCHING
NEW ZEALAND

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 Co-ordinator for assessment of understanding.

For more details about 'Getting started coaching marching' and other coaching marching programmes email coach@marching.co.nz

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INTRODUCTION TO COACHING

‘Getting started coaching marching’

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MODULE ONE: The Role of the Coach

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 -

 **My Notes**

 **Activity One**

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

 **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**



My Notes

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

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

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)



My Notes

Coaching Styles



My Notes



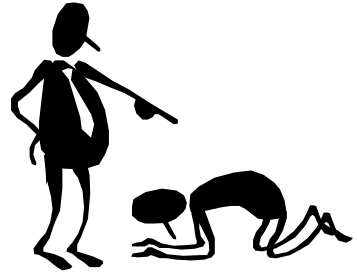
Activity Three

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?



My Notes



Question 2

What are the roles of the coach?



Question 3

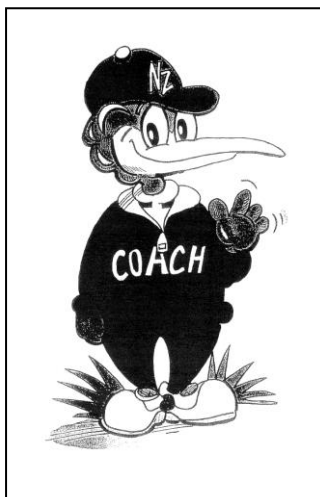
What skills does a good coach need?



Question 4

What are the qualities of a good coach?

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?**

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

- **What were that coach's motivating qualities?**

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

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

- **What traits did they have that you disliked?**

- **What four traits do you hope to avoid adopting?**



Question 5

What is your personal coaching philosophy?

MODULE TWO: Sport for Everyone

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,



Activity Five

Why they join our sport

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

Why they leave our sport

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

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.

 **My Notes**

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

Early Childhood	(Under 5years)	Open Free Choice
&		
Middle Childhood	*	Open Free Choice/Introductory
	Athlete centred learning with an emphasis on fun/enjoyment, full involvement and successful outcomes	
Late Childhood	(9-12years)	*
	Athlete centred learning involving fun, enjoyment and challenge with managed risk	
*	(13-16years)	*
	*	
Late Teenage	*	Senior
	Athlete centred learning with shared ownership of goals and objectives and shared responsibility and decision making.	
*		Senior – Masters
	*	
Social Adult		*
	Athlete centred learning through consistent activity with a social, enjoyment, health and wellbeing focus	

MODULE THREE: Communication

In coaching there are three types of communication

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

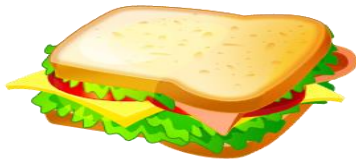
Non-verbal - utilising other participants or demonstrate skills yourself as some participants learn better through visual learning

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”

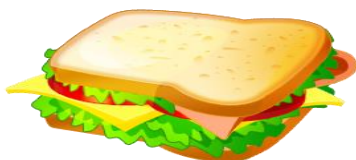
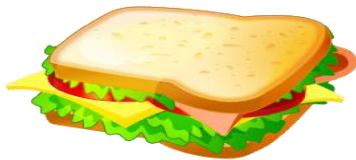
(Positive feedback)

“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.

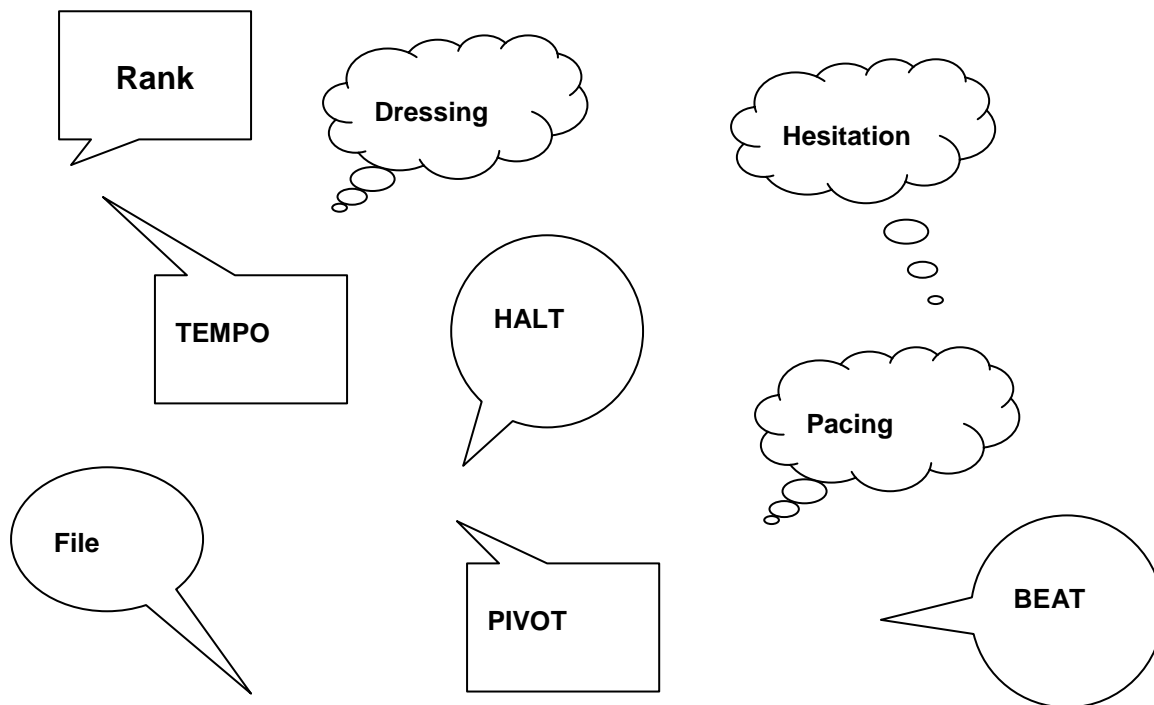


My Notes

MODULE FOUR: Skill Teaching & Learning

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



MODULE FIVE: Sport Safety

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 -

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 -



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

The form contains several empty thought bubbles and speech bubbles for brainstorming items for a first aid kit. One speech bubble already contains the text "Band-aids". There is also a small yellow key icon with a thought bubble leading to another thought bubble.

Question 10

Thinking of safety, what three things should be with a coach at every practise and game?

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

MODULE SIX: Planning

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



Activity Thirteen

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

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

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'

MODULE SEVEN: Team Administration

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?



Activity Fourteen

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

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____



Question 14

What regional Sport Trust covers your Association?

MODULE EIGHT: TEAM WELFARE

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?

What would be some Team Rules you would have?



Activity Fifteen

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

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____