

Knowledge Organiser

Unit 6 BTEC Sport Level 2



Leading Sports Activities



The Four Communication Skills



Leading Sports Activities

There are many roles working in sport that require effective and successful sports leadership, including personal training and coaching. This unit provides you with what could be your first step into sports leadership, as it could be linked to the completion of a sports leader award, for example the Junior Sports Leader Award (JSLA).

Leadership is defined as:-

Leadership is the art of motivating a group of people to act toward achieving a common goal. In a Sport setting, this can mean guiding players and participants towards a common goal, such as winning the league or getting fitter and reducing your BMI.



Who are sports leaders?

- Sports Leaders (School)
- Sports coaches (IN/OUT school)
- Fitness instructors,
- School/college –Leaders
- local club (Community)
- Coaches
- National club coaches,
- Amateur coaches unqualified
- Referee
- Umpire
- Official
- Volunteers



Sports activities

Individual sports

- Cycling
- Athletics
- Tennis

Team sports

- Football
- Hockey
- Rugby

Fitness activities

- Yoga
- Zumba
- HITT
- Aqua aerobics



Leading Sports Activities

- Demonstration of attributes (skills, advanced skills, attributes, additional qualities).
- Completion of core responsibilities: Loco parentis, coach, first aider, referee, official, developing training programme and undertaking administrative tasks.
- Completion of wider responsibilities : Role model, ambassador, mentor, annalist , friend, nutritionist.



Attributes of a Sports leader/Coach

Skills :-

- Communication :- Can be in a variety of ways verbal, none verbal and written communication.
- Organisation of equipment :- Making sure that you have the right equipment and that it is stored safely.

Advanced skills:-

- Activity structure :- In the right order/sequence.
- Target setting:- Giving athletes specific targets to help them improve their performance. (SMART)
- Use of language:- Ensure that you use correct terminology and that you don't swear or use slang during session.
- Evaluation:- Make sure you review and reflect on the session. Good and bad points or strengths and weakness.

Qualities:-

- Appearance:-Don't wear jeans or a tight skirts to a coaching session, it doesn't look professional. Dress appropriately for a session. E.g. a tracksuit or official uniform. This should include not coming to training in dirty or smelly clothing.
- Enthusiasm:- Ensure that you are passionate and that you are happy to be coaching. If you lack enthusiasm the players or team most likely will too.

Additional qualities:-

- Leadership style : Leaders have many different styles and some have preferred styles.
- Motivation:-
- Humour:- Its good practice to use humour within a session as it makes it light hearted and fun.
- Personality:- Its important as a coach you show your personality. This is important as you are a role model.



Responsibilities of a Sports leader/Coach

Core responsibilities

- Professional conduct: Professional conduct is really important. As a coach you shouldn't smoke at the side-lines or act in a manner which can be deemed unprofessional.
- Health and safety:- Coaches should adhere to health and safety guidelines, to protect their participants.
- Equality:- All coaches should believe and adhere to equality policy's and ensure that they are fully inclusive.

Wider responsibilities

- Insurance:- All clubs should have insurance. Players and coaches can also get individual insurance to protect against injury.
- Child protection:- All clubs should have a child protection policy. This is so that they can safeguard children and young people. Any incidents should be recorded and reported. All adults involved in the club should have a DBS.
- Legal obligations:- Clubs and coaches have legal obligations for example being qualified and holding a first aid certificate. All coaches should get a minimum of a level 1 but a level 2 is preferred.
- Ethics and Values:- Ethics and values are different at every club and each coach will have their own values. These should be respected.
- Rules and Regulations:- Coaches and clubs should stick to their rules and regulations. These are often decided by the NGB'S (National Governing Body)



Planning a session

Name of session:

Date and Time:	Team/Group:	Equipment Needed:
Location:	Duration:	Health & Safety:

Who is it you are coaching males, females. Children?

What equipment will you be using.

Where will the session take place. Astro, field, swimming pool and sports hall.

Risk Assessment and checking equipment or playing surface.

How long the session will last.

What will you be working on this session. Plus aims of the session. What specific skill are you working on.

Aim of Session:
Context and previous content:

Warm Up Activities:	Main Activity:	Cool-Down
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Cool down. This involves bringing the heart rate down and static stretching to help with flexibility.

Main skills and drills section. This should be the main content of the session.

Coaching Points/Questions:	Additional Notes:
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The coach might make notes in this section.

Session Plan

Specific skills/drills/techniques.

Planning definitions

- Participants:- Age, ability, gender, numbers, medical and specific needs.
- Aims and objectives:- Target setting, expected outcomes.
- Resources :- Equipment, time and environment.
- Warm-up: This should get the brain and the body both physically and mentally prepared for exercise.
- Pulse raiser: activities that can be used to gradually increase the pulse rate.
- Mobilise: Activities to mobilise the main joints of the body such as knees and hips, shoulders, ankles and wrists.
- Stretching (different types of stretches for the main muscles used in sports activity sessions – deltoids, triceps, erector spinae, obliques, quadriceps, hamstrings, gastrocnemius).
- Main component/components of activity, e.g. skill introduction, development, conditioned game, final activity.
- Incorporate safe activities to minimise injury.
- Cool down.
- Pulse lowering: activities that gradually decrease in intensity.
- Stretch: carry out maintenance and developmental stretches with the main muscles that were used in the activity session, including deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius.
- Health and safety considerations: adhere to health and safety guidelines, and consider appropriate risk management strategies.
- Risk assessment: environmental and injury **prevention**.

Targets for development

- SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded).
- Development plans should include:-
- Aims and objectives
- Goals
- SMARTER targets (specific, measurable, achievable, realistic, time-related, exciting, recorded).
- Activities and opportunities, e.g. training, courses, qualifications
- Possible barriers. (Finance, transport, equipment and injury)



Review

- Feedback for review, e.g. from participants, supervisor, observers, self-analysis.
- Methods, e.g. questionnaires, comment cards, observation records, direct verbal feedback.
- Strengths and areas for improvement (demonstration of attributes, completion of responsibilities, e.g. planning, content, organisation, health and safety and achievements).