

TFA Level 1 Coaching Course



Location: Budapest, Hungary
Date: 28–30 May 2010
Presenters: DC

L1 Coaching Course Content

- ▶ Introduction
- ▶ Role of the coach
- ▶ Playing rules
- ▶ Sports safety
- ▶ Coaching juniors
- ▶ Coaching game sense
- ▶ Individual skills
- ▶ Sub-unit Skills
- ▶ Team Skills
- ▶ Fitness for Touch
- ▶ Improving Performance
- ▶ Planning
- ▶ Disabilities (optional)
- ▶ Practical Assessment



Brief History and Terminology

- ▶ Terminology and promotion
- ▶ Player positions . . .
- ▶ That scoring word . . .
- ▶ Other skill / rule names . . .
- ▶ Coach responsibility
- ▶ Fines procedure and appointment of Course Sheriff and Deputies



Unit One

Introduction to Coaching

- ▶ Australian Sports Commission
- ▶ Touch Football Australia – especially Coaching Arm & NCP
- ▶ National Coaching Accreditation Scheme (NCAS)
- ▶ Coaching pathways
- ▶ Advantages of accreditation



Coaching Structure in Australia

- ▶ Australian Sports Commission
- ▶ Sport Education Australia – formerly the Australian Coaching Council (and NCAS)
- ▶ Touch Football Australia



TFA Coaching Arm – Family Tree

- ▶ National Coaching Director
- ▶ National Coaching Panel
- ▶ National Coaches
- ▶ State Coaching Directors
- ▶ State Coaching Panels
- ▶ Regional Coaching Directors
- ▶ Club and Team Coaches



National Coaching Accreditation Scheme (NCAS)

- ▶ Community coach course 6 hours
- ▶ Level one course 12–14 hours
- ▶ Level two course 42 hours
- ▶ Level three course 120 hours

“General principles” AND “Sport specific”



Advantages of Accreditation

- ▶ Better knowledge & coach quality
- ▶ Safety & better prepared athletes
- ▶ National /international standard – transferable
- ▶ Formal qualification
- ▶ Contacts and communication
- ▶ Access to research and other material

Are there any Disadvantages?



Unit Two

The Role of the Coach

- ▶ Personal coaching philosophy
- ▶ Coaching roles & skills
- ▶ Coaching contacts & relationships
- ▶ Ethical responsibilities
- ▶ Communication factors
- ▶ Effective feedback
- ▶ Evaluating coaching performance



Characteristics of a Coach

- ▶ Communicator
- ▶ Motivator
- ▶ Facilitator
- ▶ Organiser / Planner
- ▶ Demonstrator
- ▶ Knowledgeable
- ▶ Reliable
- ▶ Enthusiastic
- ▶ Honest
- ▶ Ethical
- ▶ Fair
- ▶ Punctual
- ▶ Patient
- ▶ Polite
- ▶ Approachable
- ▶ Listener



Leadership Styles

Type 1: Facilitator



Type 2: Dictator

When might you use each style?

Coaches mix with a wide range of people in the community . . .

Players

Other coaches

Officials

Friends

Parents

Sponsors

Others

Spectators

Referees



Communication

- ▶ What is “Communication”?
 - Asking questions
 - Ensuring you get a response
 - Good listening
- ▶ Types of communication
 - Verbal
 - Non-verbal



Positive Vs Negative Communication

- ▶ What is “positive” communication?
- ▶ What is “negative” communication?
- ▶ When would we use them?

A “Positive” Approach . . .

- ▶ Warm greeting “G’day!”
- ▶ Pat on the back
- ▶ Hand shake
- ▶ Smile
- ▶ Wink
- ▶ Raise hand or arm
- ▶ Thumbs up



Effective Feedback

- ▶ Various techniques
- ▶ Recommended technique:
 - Positive
 - Negative/correction required
 - Positive
- ▶ Limit number of issues
- ▶ Principles of effective feedback

Principles of Effective Feedback

- ▶ Sooner NOT later
- ▶ Constructive NOT destructive
- ▶ Concrete NOT abstract
- ▶ Positive, informative NOT negative, useless
- ▶ Specific NOT general
- ▶ Check for clarity NOT left misunderstood

Unit Three

Playing Rules

- ▶ Basic Rules of Touch
- ▶ Practical sessions to review Rules
- ▶ Variations in training sessions
- ▶ Modified Rules for Juniors

Rules and Examination

- ▶ Why do coaches need to know Rules?
- ▶ YOUR / TEAM attitude to “phantoms” / cheating / breaking rules
- ▶ Examination requirements



Results – Answers

- ▶ 1A, 2B, 3A, 4A, 5C, 6C, 7A, 8B,
- ▶ 9A, 10B, 11A, 12A, 13B, 14B, 15A.
- ▶ 16C, 17A, 18C, 19C, 20B, 21C,
- ▶ 22B, 23A, 24C, 25B

Innovative Coaching:

How can we and why would we, vary Rules in training sessions?

- ▶ Limited or unlimited touches
- ▶ Limited or unlimited possessions
- ▶ Restricted zones
- ▶ Restricted numbers of players
- ▶ Other?



Unit Four

Sports Safety / Injuries

- ▶ Types of injuries
- ▶ S T O P
- ▶ R I C E R
- ▶ Risk prevention strategies
- ▶ Risk management and legal responsibilities
- ▶ Harassment in sport

Types of Injuries

- ▶ Extrinsic (external forces)
- ▶ Intrinsic (internal forces)
- ▶ Overuse

Examples?



Why We Warm-up . . .

- ▶ Flexibility
- ▶ Heart and circulation
- ▶ Muscles and joints
- ▶ Mental preparation
- ▶ Other?



S. T. O. P.

- ▶ S Stop
- ▶ T Talk / Ask
- ▶ O Observe
- ▶ P Prevent further injury

(H A R M - Heat, Alcohol, Running, Massage)

R. I. C. E. R.

- ▶ R Rest injured part
- ▶ I Ice injured part
- ▶ C Compression
- ▶ E Elevation
- ▶ R Refer to doctor

Legal Responsibilities

- ▶ Accreditation and qualification responsibilities
- ▶ Negligence
- ▶ Duty of care

Risk Management Strategies

- ▶ Time
- ▶ Location
- ▶ Environment
- ▶ Equipment
- ▶ Competition and teammates
- ▶ Other?



Anti-Harassment Strategies

- ▶ Analysis of circumstances
- ▶ Awareness of Law and policies
 - State and Territory legislation
- ▶ Simple, ethical operations
- ▶ Common sense – planning
- ▶ No more “grommies”



Unit Five

Coaching Juniors

- ▶ Why juniors play sport
- ▶ How juniors process information
- ▶ Special needs for junior athletes
- ▶ Special considerations for Touch



Juniors

Consider why juniors play sport?



Information processing – juniors

- ▶ What is an “ideal” performance?
- ▶ Everything is
- ▶ Cannot clearly identify parts
- ▶ Low level of
- ▶ Too much to do and time
- ▶ Unable to process much information
- ▶ Quite low span

Special considerations

- ▶ Growth and development
- ▶ Coaching for fun and success
- ▶ Hydration
- ▶ Environmental issues
- ▶ Therefore coaches should work on:
 - Skill, individual needs, balanced output, variety, avoid failure, and have FUN!



Application to Touch – Juniors

- ▶ Field dimensions
- ▶ Equipment and ball
- ▶ Duration of play
- ▶ Skill requirements
- ▶ Rules
- ▶ Social factors
- ▶ Other?



Unit Six

Game Sense

- ▶ Definition of “Game Sense Approach”
- ▶ Practical example – case studies
- ▶ How to implement Game Sense!

Game Sense

Technique - based approach

Vs

GAME SENSE APPROACH



Types of Games – Game Sense

- ▶ Full games
- ▶ Small games
- ▶ Games for Outcomes

Game Sense – a key element

Questioning technique . . . ???

OPENOPENOPENOPENOPENOPENOPENOPENOPENOPEN



Unit Seven

Basic Individual Skills

- ▶ Definition of “skill”
- ▶ “Teaching factors” and skill types
- ▶ Developing practical individual skills
- ▶ Feedback and correction techniques

What is “skill”?

TECHNIQUE
+
(simulated game) PRESSURE
= SKILL

Types of Skills in Touch

- ▶ Individual – definition
- ▶ Sub-unit – definition
- ▶ Team – definition

Some Individual Skills in Touch

- ▶ Catch and pass
- ▶ Half pass
- ▶ Rollball or dump
- ▶ Making a touch
- ▶ Sidestep
- ▶ Swerve
- ▶ Scoring (What's it called again?)
- ▶ Others?



Teaching Factors

- ▶ Break-down of a skill into parts
- ▶ Those “parts” used to develop “whole”
- ▶ Example – “Basic Catch and Pass”

Individual Skill – Teaching Factors



CATCH & PASS

Individual Skill – Teaching Factors

HALF PASS

Teaching Factors

CATCH & PASS

- ▶ Eyes looking towards ball
- ▶ Hands out towards ball with fingers spread
- ▶ Guide ball into control. Don't grab at the ball
- ▶ Look towards receiver after ball is in control
- ▶ Swing the ball across the body in two hands
- ▶ Release the ball as upper body turns & arms straighten

HALF PASS

- ▶ Listen for call and position forward foot near ball
- ▶ Secure ball with both hands and then look towards the receiver
- ▶ Swing the ball from the ground in one movement
- ▶ Release the ball with fingers pointed towards receiver
- ▶ Follow in support as appropriate



Teaching Factors

ROLLBALL

- ▶ Player takes up position at the mark for the rollball
- ▶ Face opponent's scoreline
- ▶ Watch the ball and lower the ball to ground under control
- ▶ Place the ball in a stable position on the inside of the supporting foot
- ▶ Ensure the ball doesn't roll more than a metre

MAKING A TOUCH

- ▶ Look at waist / lower trunk of ball carrier (attacker)
- ▶ Close with ball carrier at steady rate, knees slightly bent & lower body weight as defender slows
- ▶ Lean upper body towards ball carrier, arm flexed & hand cocked
- ▶ Touch ball carrier on the torso when within range
- ▶ Avoid heavy body contact

Unit Eight

Basic Sub-unit Skills

- ▶ Definition of “sub-unit skill”
- ▶ Teaching factors
- ▶ Developing practical sub-unit skills
- ▶ Feedback and correction techniques



Sub-unit Skills

- ▶ Wrap
- ▶ Wrap defence
- ▶ Switch
- ▶ Switch defence
- ▶ Ruck / rollball defence
- ▶ Others?



Sub-unit Skill – WRAP

Teaching Factors

- ▶ Runner delivering a quick and accurate pass to receiver who runs straight or inwards
- ▶ Outside supporters staying wide
- ▶ Runner accelerates around the receiver in a “loop”
- ▶ Runner straightens through gap
- ▶ Receiver offloads to runner

Sub-unit Skill – SWITCH

Teaching Factors

- ▶ Communicate intended move, players move parallel
- ▶ Passer steps and moves across field at a wide angle
- ▶ Receiver steps late and moves across in opposite direction
- ▶ Passer rotates body and passes ball to front of receiver
- ▶ Receiver catches ball, straightens and accelerates

Unit Nine

Basic Team Skills

- ▶ Principles of the game
- ▶ Team skills for Attack
- ▶ Team skills for Defence
- ▶ Basic Team Strategies



Principles of Attack

- ▶ Going forward
- ▶ Speed of play
- ▶ Use of the touch count
- ▶ Apply pressure
- ▶ Support the ball
- ▶ Other?



Policies of Defence

- ▶ Wing policy – which one?
- ▶ Ruck policy
- ▶ Wrap policy
- ▶ Switch defence policy
- ▶ No dummies
- ▶ Line defence policy
- ▶ Straight line policy
- ▶ Slide defence
- ▶ Squeeze defence
- ▶ Others?



Unit Ten

Fitness for Touch

- ▶ Components of “total” fitness
- ▶ Human Energy systems
- ▶ Touch specific fitness requirements
- ▶ Basic fitness activities
- ▶ “Progressive Overload” and “Specificity”

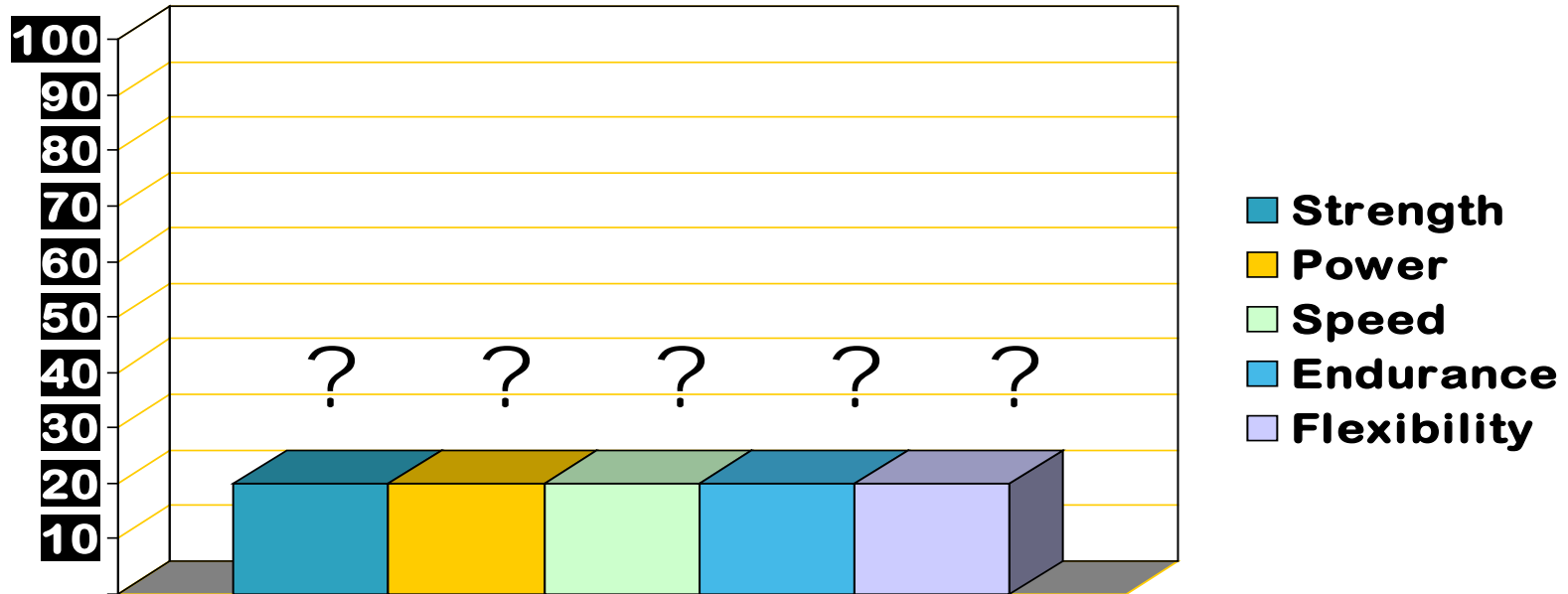
Elements of Total Fitness

- ▶ Strength
- ▶ Speed
- ▶ Power (strength & speed)
- ▶ Endurance (muscle & cardio)
- ▶ Agility (flexibility)

(and of course mental toughness)



Fit for Touch



Rate "How much?" for each element . . .

Progressive Overload

- ▶ Progressive
- ▶ Overload
- ▶ Rest and adaptation



The Human Energy Systems

- ▶ Aerobic – long time – with Oxygen
- ▶ Alactic Anaerobic – very short time – without Oxygen
- ▶ Lactic Anaerobic – medium time – Lactic acid

Training Output Variables

- ▶ **Duration** of effort
- ▶ **Intensity** of effort
- ▶ **Number** of repetitions
- ▶ **Rest** periods (number and duration)
- ▶ Other . . .

Unit Eleven

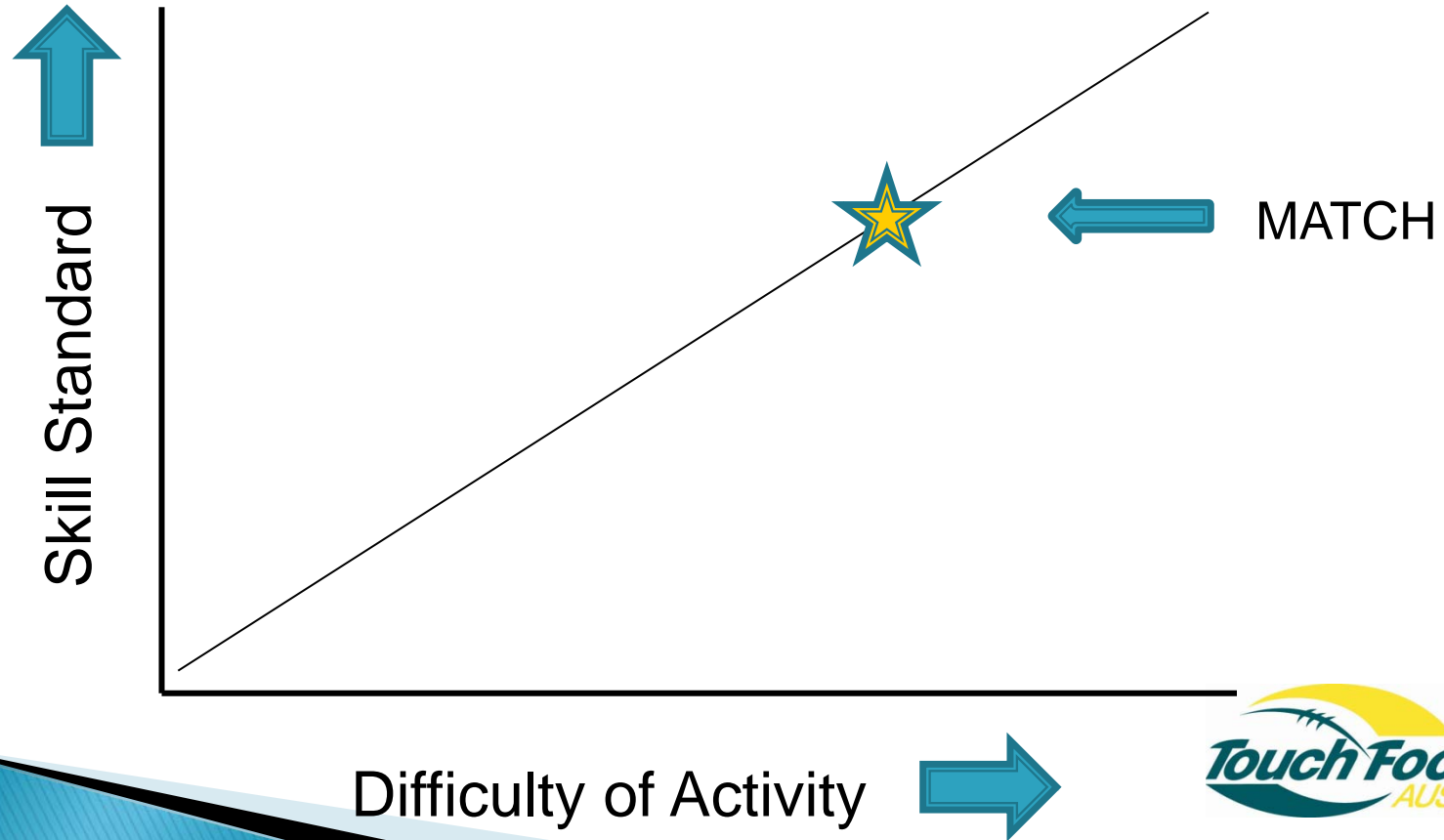
Improving Performance

- ▶ Hierarchical approach
- ▶ Demonstrations
- ▶ Specificity
- ▶ Negative Transfer

Improving Performance

- ▶ Hierarchical approach:
 - Progressive
 - Task difficulty
 - Skill level
- ▶ Challenge Vs Boredom Vs Frustration

Skill Level V Task Difficulty



Let's consider the Demonstration

- ▶ Speed
- ▶ Number of times
- ▶ Focus of attention
- ▶ Positional view
- ▶ Environment
- ▶ Relevance



Specificity

What you train for is what you get!

**. . . and what you get is what
you trained for!**



About Specificity . . .

- ▶ When would you use Specificity?
- ▶ Specificity and SPEED
- ▶ Specificity and BEGINNERS

Negative Transfer

- ▶ Getting better at doing it wrong!
- ▶ Old dogs and new tricks!

(The reason we have coaches!)

Unit Twelve

Coaching Athletes with Disabilities

- ▶ What opportunities are there in Touch for athletes with disabilities?
- ▶ What are the needs of athletes with disabilities?
- ▶ What things would you do differently when coaching athletes with disabilities?



Disability Types

- ▶ Sensory
- ▶ Intellectual
- ▶ Physical
- ▶ Other? (e.g. Age)

Unit Thirteen

Planning

- ▶ The importance of PLANNING
- ▶ A “normal” Training Session Plan
- ▶ Elements of a Seasonal Plan

► Remember Alice?



Why Plan?

- ▶ Goals / Outcomes
- ▶ Priorities
- ▶ Preparation – coach and players
- ▶ More professional approach
- ▶ Graduates and separates Season
- ▶ Players “know” where they are . . .



Elements in a Training Session

- ▶ Pre-training discussion
- ▶ Stretch and warm-up
- ▶ Individual development – grids
- ▶ Specific skill training
- ▶ Opposed work
- ▶ Fitness work
- ▶ Warm-down and discussion



The Seasonal Plan

- ▶ How long is the Season?
- ▶ How many
- ▶ How much
- ▶ When will
- ▶ What level
- ▶ Where do
- ▶ Who will
- ▶ Other?



Unit Fourteen

Your Practical Session

- ▶ Circumstances – situation
- ▶ Skill allocation – per participant
- ▶ Evaluation – peers and facilitator

Practical Coaching Assessment

- ▶ Plan a part of a training session
- ▶ Conduct segment – limited time
- ▶ Self-Evaluate performance
- ▶ Use evaluation sheet criteria

Skill Allocation for Sunday Practicals

• Catch & Lateral Pass,	Group A	Group B
• Rollball,	Group A	Group B
• Making a Touch,	Group A	Group B
• Sidestep,	Group A	Group B
• Spiral Pass,	Group A	Group B
• Half Pass,	Group A	Group B
• Scoring Touchdown,	Group A	Group B
• Scoop,	Group A	Group B
• Dump & Split	Group A	Group B
• Switch	Group A	
• Wrap	Group A	

Coaching Assessment / Feedback

- ▶ Observation
- ▶ Face-to-face, video, other
- ▶ Evaluation criteria
- ▶ Recording
- ▶ Rating
- ▶ Feedback

Summary – What Now?

- ▶ Review course content
- ▶ Accreditation process – lasts 4 years
- ▶ Your “Observation” commitment – 2 + 2
- ▶ Coaching network and mentoring
- ▶ Your future & UPDATING

