**PHYSICAL EDUCATION STUDIES**

**YEAR 12 GENERAL**

**MOTOR LEARNING AND COACHING**

**SPORTS PSYCHOLOGY**

**INVESTIGATION**

**2019**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Time allowed for this investigation: 2 weeks, time will be allocated in class

Part A – Lesson plan development 22 marks

Part B – Research coaching styles and leadership 10 marks

**Total marks 32 – weighting 7%**

**Due date: Friday Week 9 28/6/19**

**Motor Learning and Coaching/ Sports Psychology Investigation.**

**Part A – Lesson Plan Development**

Develop a series of lesson plans or a lesson plan that includes the coaching of **three (3) different** skills in a sport of your choice. In your plans you must include different coaching strategies to consolidate and extend skill development.

Include within your plans how you could use goal setting within your coaching plan for skill development and motivation. Feedback is an integral part of coaching, indicate the types of feedback you may use and anticipate how that could be delivered to athletes taking part in your coaching session.

\*Note you will not actually have to coach your sessions, you will only need to plan for them.

**Part B – Research**

Research a well-known sporting coach and identify what leadership style that person may predominantly adopt and explain the characteristics that make this person a good coach. Include within your research specific examples of the coach you have chosen demonstrating this behaviour to help you justify why that coach my fit that leadership style.

Under what circumstances may this person adopt a different leadership style? In your response justify or explain why the change in leadership style may have been necessary.

**You must present this information together with your lesson plan/s in report format to your teacher by Friday 28/6/2019**

Late submissions with incur a mark deduction as per the Eastern Goldfields College assessment policy. All work must be the students own with individual assignments created. References should be provided for the research section of this assignment. Students will have 2 weeks in class and at home to complete this assessment

Students are encouraged to submit drafts prior to due date. There will not be any resubmissions after the due date.

**MARKING**

|  |  |  |
| --- | --- | --- |
| **Part A – Design** | **Description** | **Marks available** |
| Lesson plan design - coaching strategies | Detailed lesson plan clearly outlining strategies used such as shaping and chaining relevant to skills selected | Maximum of 9 marks - 3 marks per skill |
|  | Basic plan with explanation of coaching strategies selected with links to skills selected | 2 marks per skill |
|  | Poor plans provided with limited explanation of strategy with little/no links to skills | 1 mark per skill |
|  | | |
| Goal setting | Detailed explanation of how goal setting can aid motivation and skill development  Reference to SMART goals | 4 marks max |
|  | Detailed explanation of how goal setting can aid motivation and skill development - no reference to SMART goals | 3 marks |
|  | Brief explanation of how goal setting can help coaching plans | 2 marks |
|  | Limited explanation of goal setting and its relevance to coaching | 1mark |
|  | | |
| Feedback | Feedback clearly identified as intrinsic or extrinsic and shows clear link to both skills and how the feedback should be delivered (coaches role in feedback). Examples of feedback provided | 9 marks max (3 per skill)  1 mark type of feedback  1 mark coaches role (what/how)  1 mark example of feedback) |

|  |  |  |
| --- | --- | --- |
| **Part B – Research** | Description | Marks available |
| leadership style | Leadership style identified | 1 mark |
|  | Specific examples provided that clearly show links to leadership style – annotations provided alongside these examples | 2 marks max  Multiple examples |
|  | Examples provided with limited explanation | 1 mark for 1-2 examples |
|  | | |
| Change in leadership style | Clear explanation with examples for justification of when a coach may adopt a different style | 3 marks max  1 mark for style change  1mark for example  1 mark for justification |
|  | Example provided of when the coach may adopt a different style | 2 marks missing one of the above elements |
|  | limited explanation of change in style | 1 mark |
|  | | |
| Characteristics of a good coach | Identification of 5-6 characteristics of a good coach – specific links to coach selected | 4 marks max |
|  | Identification 3-4 characteristics of a good coach  Specific links to coach selected | 3 marks |
|  | Identification of 2 characteristics of a good coach – limited reference to coach selected | 2 marks |
|  | Identification of 1 characteristic of a good coach – limited reference to coach selected | 1 mark |