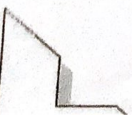


The Great Britain
All Styles
Self-Defence Association
Coaches' Course



G.B.A.S.S.D.A COACHES' COURSE OUTCOMES

By the end of the course the candidate will be expected to understand

- The national structure, and the function and role of GBASSDA within that structure
- The functions, roles and responsibilities of the coach
- And identify a variety of coaching methods
- The principles of teaching and learning and their application
- How to improve technique
- How the body works
- The principles of training and exercise
- The prevention and rehabilitation of injury
- The importance of planning
- The duty of care, risk assessment and emergency procedures
- Coaching children and child protection issues
- Counselling issues
- The concept of Equity
- Covering for colleagues

THE NATIONAL STRUCTURE AND THE ROLE OF GBASSDA

The Main Players:

- a) Sports Council
- b) Various recognised governing bodies for Martial Arts
- c) GBASSDA

GBASSDA:

- a) Coaching Standards
- b) Insurance
- c) Promotion of Self Defence
- d) Health and Safety
- e) Data Protection
- f) Child Protection
- g) C.R.B. issues

QUALIFICATIONS TO BE A COACH

- 1) Insurance: Professional Indemnity Insurance mandatory
- 2) Coaching qualification mandatory
- 3) Technical ability
- 4) Minimum age
- 5) First aid optional, duty of care
- 6) C.R.B. clearance

THE FUNCTIONS AND RESPONSIBILITIES OF THE COACH

Specific to the activity:

- Trainer
- Motivator
- Planner
- Demonstrator
- Technician
- Role model

Generic to the activity:

- Administrator
- Treasurer
- Transport manager
- Ambassador
- Risk assessor
- Marketing manager

THE COACH

You should recognise that there are different ways of coaching effectively- you may be a live wire or the quiet but firm organiser! Whichever you are, remember that groups will react to the enthusiasm and professionalism that you bring to the session rather than to the loudness of your approach. Remember that, however knowledgeable and enthusiastic you are, the effectiveness of your coaching will depend on good planning, sound practice and excellent communication skills.

THE PRINCIPLES OF TEACHING AND LEARNING 1

1 The difference between

Teaching Coaching Training Instructing

2 The difference between

Teaching styles and learning styles

3 Coaching methods

Whole-part-whole
Progressive practice
Demonstration
Experiential

4 Coaching points

Teaching position
Communication and language
Ability levels
Differentiation of practice

THE PRINCIPLES OF TEACHING AND LEARNING 2

1 Schemes of work

2 Session plans

3 Organisation of training sessions

4 Grading syllabus

5 Considerations for organising a course

PRINCIPLES OF TEACHING AND LEARNING 3

GROUP DYNAMICS

1 Forming Storming Norming Performing Mourning

2 Group climate

3 Group norms

4 Group member characteristics and roles

5 Characteristics of groups

6 Using groups constructively

OBSERVATION AND ASSESSMENT OF PERFORMANCE

1 How skills are acquired

2 Setting goals and targets

3 Observation cycle

4 Observation breakdown

5 Shaping and chaining

6 Assessment and recording of performance

OBSERVATION CYCLE

Observation of performance—

Analysis of movement—

Feedback/Communication—

Repeat practice—

Observation of performance--

IMPROVING TECHNIQUE

Principles of movement

- 1 Activity (technique and skill)
- 2 Physical (joints and muscles)

Quality of performance

- 1 Definition of a quality performance
- 2 Indicators of a quality performance

Overcoming barriers to performance

- 1 Identification of barriers
- 2 Corrective feedback

TEACHING SPECIFICS

Specific considerations for the teaching of

- 1 Adults
- 2 Children
- 3 Mixed ability classes
- 4 People with disabilities
- 5 Ethnic minorities
- 6 High performance groups

HOW THE BODY WORKS

1 Cardio-vascular system

2 Central nervous system

3 Muscles

TRAINING SPECIFICS/ FITNESS

1 Endurance

2 Speed

3 Strength

4 Flexibility

PRINCIPLES OF TRAINING

- 1 Fit for purpose
- 2 Aerobic exercise
- 3 Anaerobic exercise
- 4 Overload
- 5 Diet and performance
- 6 Psychological

PREVENTION AND REHABILITATION OF INJURY

- 1 Warm-up and cool down
- 2 Exercise routines
- 3 Ballistic and passive exercise
- 4 PNF
- 5 Injury diagnosis and rehabilitation

COACHING CHILDREN

- 1 Legal age
- 2 Physical mental psychological development
- 3 Adapting the game
- 4 Legal responsibilities
- 5 Pressures on performance

CHILD PROTECTION

The coach has the moral and legal obligation to safeguard and ensure the well-being of all the children from harm, discrimination and degrading treatment.

1 Categories of abuse

Physical

Sexual

Emotional

Neglect

2 Recognition

3 Reporting of incidents

DUTY OF CARE

Risk assessments

Safety

First aid

Hygiene

Behaviour and discipline

Insurance

Equipment

Technical standards

New students

Child protection

Equity

Data protection

COUNSELLING STUDENTS

Counselling

1 Adults

2 Adolescents

3 Children

Counselling for

1 Performance

2 Problems

3 Attitude

EQUITY

Equity is about fairness; it is about sharing resources so that everyone can have real access to sport; it is about putting the principles of Fair Access to Opportunities into practice.

Sport is the inalienable right of every person and should be kept free of any kind of discrimination on the grounds of religion, race, gender, age, political or social status.

(Based on the Council of Europe Charter)