Sport Education

Support materials

Julia Lawrence



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# Roles and Responsibilities

## Coach

The role of the coach is to organise and design the training sessions for the rest of the team. They need to set clear objectives for each session, as well as having an overview of the training that still needs to take place. For each session they complete a training plan that is stored in the team file. After each session they provide an evaluation of their session including an overview of what they will do next.

Through the role they develop their ability to lead, manager, plan, deliver and evaluate.

## Fitness manager

Here the role is around developing the team’s fitness. The fitness manager works with the coach to develop warm-ups and cool-downs. They lead these during the training sessions. For each session they complete a training plan that is stored in the team file. After each session they provide an evaluation of their session including an overview of what they will do next.

Through this role, they develop their understanding of the impact of exercise on the body, as well as learning a range of stretching techniques. They also develop their ability to plan, deliver and evaluate.

## Referee

The role of the referee is to manage games, ensuring that the rules and regulations are applied robustly and fairly. At the end of each match they complete a referee’s report detailing their view of the game and the reasons for any key decisions that were made (for example if any sanctions were implemented). They also review their own performance identifying things they might do differently next time.

Through this role they develop an understanding of the rules for the activities being undertaken, as well as their ability to manage and control situations. Skills associated with communication, organisation and fair play are also developed.

## Captain

The role of the captain is to ensure that all players participate appropriately. They work with the coach (and manager where appropriate) to select team positions, as well as ensuring that players are well turned out and respect the rules of the game. Where necessary they will work with referees to look at player behaviour. They file a captain’s report after each session, identifying the strengths of the team performance as well as areas they feel need to be developed. This is shared with the coach in order to support the planning of the next session.

Through this role communication and leadership skills can be developed.

## Equipment Manager

The role of the equipment manager is to work with the coach and fitness coach to ensure equipment needed for the session is organised. For each session they must provide an equipment list. They have the responsibility for the collection and return of equipment, as well as ensuring that any equipment storage area is maintain in an organised and tidy fashion.

Through the role they develop skills associated with planning and organisation, as well as communication skills.

## Reporter

The role of the reporter is to file a match report after each session. Here they must detail the scores as well as identifying a “player of the match”. They can develop their reports to include player profiles as well as a brief history of their team.

Through the role they develop communication skills both verbally and written. They also develop collaborative skills as they work with their team to provide an unbiased view of performance.

## Player

Each player has an assigned role, but also has a responsibility of being a player itself. Here they must abide by the rules of the activity being undertaken as well as working with their team mates to ensure that they support their different roles.

At the start of the “season” each player compiles a profile, which might include a picture. These are stored in the team folder. They are responsible for the updating of this profile – for example to include number of goals scored, positions played.

At the end of each games / training session, they complete an evaluation of their performance, detailing their strengths and areas for development. They share these with their captain and coach to support the development of the next training session.

# Supporting templates

## Coaching Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Team Name | |  | Training session number | | |
|  | | | | | |
| Review of previous training session | | | | | |
|  | | | | | |
| Focus of current training session | | | | | |
|  | | | | | |
| Training session content | | | | | |
| Timing | Activity / Organisation | | | Equipment(to be completed with the equipment manager) | Differentiation  (Space, Task, Equipment, people) |

## Equipment List

|  |  |  |
| --- | --- | --- |
| Team Name | Date equipment needed | |
| Equipment | Quantity | Collected / returned (this column must be completed when collecting and returning equipment) |
| For example:  Footballs  Cones | 6  25 | 6 collected / 5 returned (therefore one ball lost therefore a replaced is needed)  24 collected / 24 returned |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## Match Report

Key content

Date

Teams playing

Final Score

Overview of the game

Key moments

Player of the match

## Referee report

Date

Teams playing

Final Score

Overview of the game

Key moments

Any disciplinary action taken

## Fitness session

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Team Name | |  | fitness session number | |
|  | | | | |
| Review of previous fitness session | | | | |
|  | | | | |
| Focus of current training session | | | | |
|  | | | | |
| Fitness session content | | | | |
| Timing | Activity / Organisation(to be completed with the coach) | | | Equipment(to be completed with the equipment manager) |