**Techniques used by a coach - Simulation or Conditioned Practice**

The artificial creation of a situation to bring about a desired response. Used in training or during the warmup before a game. It could be a set play, move or tactic. But you would adapt a practice to suit that area.

**Simulation** - can be categorised by three conditions. So, for example a defence could be:

1. Passive, offering little resistance other than presence – a walk through or jogging pace to get the correct positioning.
2. Active, playing under normal conditions, tempo, and intensity – un apposed or with a weaken attack or defence. Small sharp phases of play.
3. Pressure, playing with extra intensity – game conditioning or overloading attack or defensive movement.

**Condition games** – are used when a coach wants to create a situation that is likely to happen in a game, such a practising defending free throws or kicks. Or a coach can add a condition that emphasises a teaching point, such as choosing a target on the tennis court with a chalked circle or hoop. Less defence in a way to show communication or drift defensive play. It could be an attacking move or tactic so a lesser defensive that them progresses to a small game, where the team gets extra points for scoring when running the move practices.

**Task –** *Draw in the boxes below a drill that demonstrates both stimulation and condition games and using notes explain the drill, expressing why using it is an advantage and what it would achieve.*

**Simulation**

**Condition Game**

**Report Plan. Complete the table below to structure your use of simulated practice or conditioned games to assist you as a coach.**

|  |  |
| --- | --- |
| **Technique 1 simulated practice or conditioned games.** | |
| **Description of what it is.** | **Reason for use and examples of how its filled in** |
| are used when a coach wants to create a situation that is likely to happen in a game, such a practising defending free throws or kicks. Or a coach can add a condition that emphasises a teaching point, such as choosing a target on the tennis court with a chalked circle or hoop. Less defence in a way to show communication or drift defensive play. It could be an attacking move or tactic so a lesser defensive that the progresses to a small game, where the team gets extra points for scoring when running the move practices. | **More realistic game play and drills which make it more relevant to when players are in a game. Conditioning drills allow the players to focus on more specific drills and exercise to get them to improve on key performances. For example if they are doing a passing drill in football the condition will be that everyone has to receive and pass the ball before passing, this focuses on the skill it's self rather than players that are stronger hogging the ball and dribbling and shooting with the ball.** |
| **Advantages of using it as a coach and to the performer**  **Advantages for conditioning drills is it brings a lot of variety to the drills meaning it makes them more interesting for the team and players. Other advantages is that it allows you to keep adding new drills to the games making them more interesting and allows the players to progress further. This follows up with the next advantage of it allows you to adapt the drills and change them to meet the players needs.** | **Disadvantages of using it as a coach and to the performer**  **Hard to understand due to the new conditions being added and there may not be examples of them when they are added to the drills. Other disadvantage is that it restricts player being able to perform to their best ability due to them being restricted to the drills. The last disadvantage is that the coach will have to stop the play for the players meaning that they are not able to play continuously which will affect the players to perform because they will not be able to continuously play.** |
| **What I think and why? (Would you use it?) (what it allows me as a coach to do) (what it gives the performer) limits and expectations of it as a coaching tool**  **I would use it because it helps to develop players and makes sure that all player get involved in the training session no matter their ability level. As a coach it allows me to develop players performance in each aspect of the game. For example if they are doing a passing drill in football the condition will be that everyone has to receive and pass the ball before passing, this focuses on the skill it's self rather than players that are stronger hogging the ball and dribbling and shooting with the ball.** | |

**Observation Analysis/ Video or Live-** Observing participants both in a training environment and in a competitive situation is both beneficial to the coach and the athlete. Using video analysis enables the slowing down and replaying of the performance. Watching responses in both situations allows for a meaningful insight into how well the participant does in certain situations. Observation is a key aspect to any coach’s involvement in improving performance and is a technique that must be adopted to improve overall performance. A simple analysis sheet could be followed where the coach is able to identify the strengths and weaknesses of the performance, stating the effect that these then have on the performance, individual and even the team. Once this is done a weakness can be picked as a focus for development. An action plan can then be adapted by the coach and but into place to improve the athlete. An Action Plan must first set clear and realistic goals/targets that have been agreed by both the athlete and coach.

**Task –** *Watch a clip for your chosen sport and complete the following observation analysis sheet for a performer of your choice.*

**Strength Analysis**

|  |  |  |
| --- | --- | --- |
| **Identified area** | **Strength** | **Notes and explanation** |
|  |  |  |

**Weakness Analysis**

|  |  |  |
| --- | --- | --- |
| **Identified area** | **Weakness** | **Notes and explanation** |
|  |  |  |

**Action Plan**

Weaknesses to be addressed:

Outline the coaching points for this skill:

Clear, realistic goals:

Timescales for achieving goals:

**Method for Achieving Goal**

|  |  |
| --- | --- |
| **Method of Achieving Goal**  **Including drills or exercise or practice** | **Why do them?** |
|  |  |

**Adapted practise/Individual improvement**

Area needing work on or new game play………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Session Plan, including progressive drill and explanations.