



CHRISTIAN HERITAGE COLLEGE

HP220

GAMES AND COACHING

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

Unit code	HP220
Unit name	Games and Coaching
Associated higher education awards	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
Duration	One semester
Level	Intermediate
Core/elective	Elective
Weighting	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
Delivery mode	Face-to-face on-site
Student workload	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours TOTAL 150 hours Students requiring additional English language support are expected to undertake an additional one hour per week.
Prerequisites/ co-requisites/ restrictions	<i>Prerequisite:</i> 20 credit points of 100-level HPE units
Rationale	Coaching is a vital element of a quality sports program. Coaches have the potential to influence positively the development of young people as they motivate players, help them improve their skills, facilitate character development and gain confidence that can sustain them through the whole of life. Coaches need to be educated in the practices and principles of teaching skills and strategies of games, and understanding the elements of coaching. This unit will address issues of human movement, skill development, games for understanding, strategies and the philosophical challenges of inspiring students in 'games' situations. Students will engage with both the theory and practices of coaching to encourage effective participation and engagement of people in a 'games' environment. They will explore how a Christian worldview perspective will impact the selection of strategies and contexts, for planning, organising, implementing, evaluating and reflecting on the coaching role. It introduces them to the historical background, principles, structures, models, delivery and evaluation necessary for coaching opportunities.
Prescribed text(s)	Sumich, K. (2013). <i>Coaching children: sports science essentials</i> . Champaign, IL.: Acer Press. Selected readings will be available via the Moodle™ site for this unit.

<p>Recommended readings</p>	<p>Books</p> <p>Austin, J. & Hickey, A. (Eds.). (2007). <i>Education for healthy communities: possibilities through SOSE and HPE</i>. Frenchs Forest, NSW: Pearson Education Australia.</p> <p>Cassidy, T., Jones, R. & Potrac, P. (2009). <i>Understanding sports coaching: the social, cultural and pedagogical foundations of coaching practice</i>. New York, NY: Routledge.</p> <p>Jones, R. & Kingston, K. (Eds.). (2013). <i>An introduction to sports coaching: connecting theory to practice</i>. Abingdon, Oxon: Routledge.</p> <p>Robinson, P. E. (2009). <i>Foundations of sports coaching</i>. Abingdon, Oxon: Routledge.</p> <p>Rook, S. & Charles, T. (2013). <i>101 multi skill sports games</i>. London, UK: Bloomsbury Sport.</p> <p>Williams, J. M. (2010). <i>Applied sport psychology: personal growth to peak performance</i>. New York, NY: McGraw-Hill Higher Education.</p> <p>Journals</p> <p><i>Asia-Pacific Journal of Health, Sport & Physical Education</i></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at http://www.biblegateway.com. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p>Specialist resource requirements</p>	<p>All students must participate in practical sessions using appropriate 'sports' attire including sports shoes and hat, bringing their own water and sunscreen.</p>
<p>Content</p>	<ol style="list-style-type: none"> 1. Introduction to coaching 2. Foundations of teaching games 3. Foundations of coaching 4. Pedagogies and practices in games and coaching 5. Whole-school approaches to games and coaching
<p>Learning outcomes</p>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> 1. identified the key elements in teaching movement, skills development and positive attitudes in coaching games; 2. critically analysed advanced knowledge relevant to the coaching of games and sports; 3. reflected critically on Christian perspectives and approaches to coaching in games and sports; 4. developed coaching activities and strategies aligned with the theory and practice of coaching; 5. engaged with pedagogical strategies, tools and resources mediated through ICT technologies, relevant to coaching and games; 6. applied critical and methodological rigour to select appropriate skills and strategies for planning coaching experiences, including strategies and assessment for participants in games and coaching sessions; and 7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.
<p>Assessment tasks</p>	<p>Task 1: Case Study Report</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 2, 4-7</p> <p>Assessed: Weeks 6-8</p>

	<p>Task 2: Folio and Rationale</p> <p>Word length/Duration: 2000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1, 3-7</p> <p>Assessed: Week 16</p>
<p>Unit summary</p>	<p>Students will engage with issues of human movement, skill development, games for understanding, strategies and the philosophical challenges of inspiring people in 'games' situations. This unit will focus both on the theory and development of teaching practices in coaching to encourage effective participation and engagement of people in a 'games' environment.</p>

SAMPLE