

## Introduction to Sports Coaching in Schools

### \*\*Action research\*\*

Action research is a systematic, cyclical process of inquiry and reflection used by sports coaches to identify problems, gather data, implement solutions, and evaluate outcomes in order to improve their coaching practice. It is a collaborative, participatory process that involves coaches, athletes, and other stakeholders in the research and decision-making process. Action research can help coaches to identify their strengths and weaknesses, develop their coaching skills, and create a positive learning environment for their athletes.

Related terms: reflective practice, cyclical process, inquiry, collaboration, participatory research, data-driven decision making.

### \*\*Athlete-centered coaching\*\*

Athlete-centered coaching is a coaching philosophy that prioritizes the needs, goals, and development of the athlete above all else. It emphasizes the importance of building a strong coach-athlete relationship, based on trust, respect, and communication, and tailoring the coaching approach to the individual athlete's learning style, strengths, and weaknesses. Athlete-centered coaching aims to empower athletes to take ownership of their own development, and to create a positive, supportive learning environment that fosters growth, enjoyment, and long-term success.

Related terms: coach-athlete relationship, trust, respect, communication, individualized coaching, empowerment, positive learning environment, growth, enjoyment, long-term success.

### \*\*Behavioral observation\*\*

Behavioral observation is the systematic and objective recording of an athlete's observable behavior during training or competition. It involves using a standardized observation tool or checklist to record the frequency, duration, and/or intensity of specific behaviors, such as technical skills, tactical decisions, or psychological factors. Behavioral observation can help coaches to identify strengths and weaknesses, track progress over time, and provide specific, targeted feedback to their athletes.

Related terms: standardized observation tool, checklist, frequency, duration, intensity, technical skills, tactical decisions, psychological factors, progress tracking, feedback.

### \*\*Coaching philosophy\*\*

A coaching philosophy is a personal set of beliefs, values, and principles that guide a coach's decision-making, behavior, and communication with athletes. It reflects the coach's approach to coaching, their priorities, and their vision for the development of their athletes. A well-defined coaching philosophy can help coaches to create a consistent, coherent, and effective coaching practice, and to build a positive,

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supportive, and inspiring culture for their athletes.

Related terms: decision-making, behavior, communication, personal beliefs, values, principles, priorities, vision, consistent, coherent, effective coaching practice, positive culture.

### **\*\*Decision-making\*\***

Decision-making is the process of selecting a course of action from among multiple alternatives, based on available information, context, and goals. In sports coaching, decision-making involves making strategic, technical, and tactical decisions during training and competition, as well as managing relationships, resources, and risks. Effective decision-making requires a clear understanding of the situation, the options, and the consequences, as well as the ability to weigh the pros and cons, assess the risks, and make a timely and informed choice.

Related terms: strategic, technical, tactical, relationships, resources, risks, informed choice, timely, weight the pros and cons, assess the risks.

### **\*\*Developmental model of sports participation\*\***

The developmental model of sports participation is a framework that describes the stages of physical, cognitive, emotional, and social development that athletes go through as they progress from novice to elite levels of performance. The model recognizes that athletes have different needs, goals, and motivations at different stages of their development, and that effective coaching requires a tailored approach that addresses the unique challenges and opportunities of each stage.

Related terms: physical development, cognitive development, emotional development, social development, novice, elite, tailored approach, unique challenges, opportunities.

### **\*\*Empowerment\*\***

Empowerment is the process of enabling individuals to take ownership of their own development, and to make informed decisions that lead to growth, success, and fulfillment. In sports coaching, empowerment involves creating a supportive and inclusive environment that encourages athletes to take risks, experiment, and learn from their mistakes, and providing them with the tools, resources, and opportunities to develop their skills, confidence, and autonomy.

Related terms: ownership, informed decisions, growth, success, fulfillment, supportive environment, risks, experiment, learn from mistakes, tools, resources, opportunities, skills, confidence, autonomy.

### **\*\*Feedback\*\***

Feedback is the information, guidance, and support that coaches provide to their athletes in order to help them improve their performance, overcome challenges, and achieve their goals. Effective feedback is specific, timely, and relevant, and is delivered in a constructive and supportive manner that encourages reflection, self-awareness, and self-regulation. Feedback can take many forms, including verbal, written, visual, and tactile, and can address various aspects of the athlete's performance, such as technical skills,

tactical decisions, psychological factors, and personal qualities.

Related terms: information, guidance, support, improvement, performance, challenges, goals, specific, timely, relevant, constructive, supportive, reflection, self-awareness, self-regulation, verbal, written, visual, tactile, technical skills, tactical decisions, psychological factors, personal qualities.

**\*\*Growth mindset\*\***

Growth mindset is the belief that abilities and intelligence can be developed through hard work, dedication, and learning from mistakes, rather than being fixed or innate. In sports coaching, a growth mindset emphasizes the importance of effort, persistence, and resilience, and encourages athletes to embrace challenges, experiment, and take risks in order to learn and grow. A growth mindset can foster a positive, empowering, and resilient attitude towards learning and performance, and can help athletes to overcome setbacks, develop grit, and achieve their full potential.

Related terms: abilities, intelligence, hard work, dedication, learning from mistakes, effort, persistence, resilience, challenges, risks, learning, performance, positive, empowering, resilient attitude, grit, full potential.

**\*\*Holistic coaching\*\***

Holistic coaching is a coaching approach that considers the whole athlete, including their physical, mental, emotional, and social dimensions, as well as their personal and cultural background. It recognizes that athletes are complex and multifaceted individuals, and that effective coaching requires a comprehensive and integrated approach that addresses their unique needs, goals, and aspirations. Holistic coaching can help athletes to develop a sense of balance, harmony, and well-being, and to achieve their full potential as athletes and as human beings.

Related terms: whole athlete, physical, mental, emotional, social, personal, cultural, comprehensive, integrated, unique needs, goals, aspirations, balance, harmony, well-being, full potential.

**\*\*Inclusive coaching\*\***

Inclusive coaching is a coaching approach that welcomes and values diversity, equity, and inclusion, and creates a safe, respectful, and empowering environment for all athletes. It recognizes that athletes have different backgrounds, experiences, and abilities, and that effective coaching requires a flexible, adaptable, and responsive approach that meets their unique needs and preferences. Inclusive coaching can help to build a positive and inclusive culture that fosters belonging, engagement, and success for all athletes.

Related terms: diversity, equity, inclusion, safe, respectful, empowering, environment, flexible, adaptable, responsive, unique needs, preferences, positive culture, belonging, engagement, success.

**\*\*Knowledge of the sport\*\***

Knowledge of the sport refers to the understanding, expertise, and experience that coaches have in the technical, tactical, physical, and psychological aspects of their sport. It involves a deep and broad

understanding of the rules, strategies, techniques, and skills that are relevant to the sport, as well as an awareness of the latest research, trends, and best practices. Knowledge of the sport is a critical component of effective coaching, as it enables coaches to design and implement training programs, provide feedback, and make informed decisions that lead to improved performance and success.

Related terms: technical, tactical, physical, psychological, rules, strategies, techniques, skills, research, trends, best practices.

#### **\*\*Long-term athlete development\*\***

Long-term athlete development (LTAD) is a framework that describes the stages of physical, cognitive, emotional, and social development that athletes go through as they progress from early childhood to adulthood. LTAD recognizes that athletes have different needs, goals, and motivations at different stages of their development, and that effective coaching requires a long-term and holistic approach that addresses the unique challenges and opportunities of each stage.

Related terms: physical development, cognitive development, emotional development, social development, early childhood, adulthood, long-term, holistic approach, unique challenges, opportunities.

#### **\*\*Mental skills training\*\***

Mental skills training is the process of developing and enhancing the psychological, emotional, and social skills

Active listening: a communication technique where the listener fully concentrates, understands, responds and then remembers what is being said. In sports coaching, active listening helps build trust and rapport between the coach and the athletes.

Aerobic exercise: Physical activity that uses oxygen to adequately meet energy demands during prolonged exercise involving large muscle groups. Aerobic exercises include running, swimming, cycling and can improve cardiovascular fitness.

Anatomical position: A standard position with the body erect, feet together, arms at the side, and palms facing forward, used as a reference point in describing the location and direction of body parts.

Anthropometry: The scientific study of the measurements and proportions of the human body. In sports coaching, anthropometry is used to assess body composition, health status, and performance.

Anterior cruciate ligament (ACL): A ligament in the knee joint that provides stability by preventing the tibia from sliding out in front of the femur. ACL injuries are common in sports that involve sudden changes of direction, jumping, and landing.

Assessment: The process of gathering and analyzing information to evaluate athlete performance, progress, and needs. Assessments can be formative (ongoing and used to inform instruction) or summative (used to evaluate learning at the end of a instructional period).

**Autonomy:** The ability to make decisions and take actions based on one's own values and goals. In sports coaching, promoting athlete autonomy can lead to increased motivation, engagement, and ownership of the learning process.

**Blood lactate threshold (BLT):** The exercise intensity at which lactic acid starts to accumulate in the blood, indicating the transition from aerobic to anaerobic metabolism. BLT is a key indicator of endurance performance and can be improved through targeted training.

**Cardiovascular fitness:** The ability of the heart, lungs, and blood vessels to supply oxygen to working muscles during sustained physical activity. Also known as cardiorespiratory fitness or aerobic fitness.

**Challenge point framework:** A model that describes the optimal level of challenge for learning as a balance between the task's demands and the learner's abilities. The framework proposes that learning is most effective when the challenge is slightly greater than the learner's current skill level.

**Child protection:** The measures taken to ensure the safety and well-being of children in sports, including policies, procedures, and practices to prevent and respond to abuse, neglect, and exploitation.

**Closed kinetic chain exercise:** A type of exercise where the distal end of a limb is in a fixed position, such as squats or push-ups. Closed chain exercises promote joint stability and functional movement.

**Coaching philosophy:** A set of beliefs, values, and principles that guide a coach's decisions and actions. A well-defined coaching philosophy can help coaches maintain consistency, clarity, and direction in their practice.

**Cognitive-behavioral coaching:** A coaching approach that focuses on changing thoughts and behaviors to improve performance. Cognitive-behavioral coaching can help athletes manage anxiety, increase self-confidence, and develop mental toughness.

**Communication skills:** The ability to effectively exchange information, ideas, and emotions with others. In sports coaching, communication skills include verbal, nonverbal, written, and listening skills.

**Conditioning:** The process of improving physical fitness through structured exercise programs. Conditioning can target various fitness components, such as strength, endurance, flexibility, and power.

**Confidence:** A belief in one's ability to succeed in specific situations or tasks. Confidence is a key psychological factor in sports performance and can be influenced by factors such as past experiences, self-talk, and social support.

**Consent:** Permission granted by a person to another person or organization to perform a specific action or make a decision on their behalf. In sports coaching, obtaining informed consent is essential for medical treatment, data collection, and participation in research.

**Cueing:** The act of providing prompts or cues to guide athletes' movements or actions. Effective cueing can help athletes focus their attention, improve technique, and enhance performance.

**Decision-making:** The process of selecting a course of action from multiple options based on available information, goals, and constraints. In sports coaching, decision-making skills are critical for both coaches and athletes.

**Deliberate practice:** A structured and systematic approach to improving performance through focused, repeated, and progressive practice activities. Deliberate practice is characterized by high levels of effort, concentration, and feedback.

**Developmentally appropriate practice:** The practice of adapting instruction and activities to meet the age, stage, and individual needs of children and youth. Developmentally appropriate practice promotes optimal learning, growth, and development.

**Differentiated instruction:** The practice of tailoring instruction and assessment to meet the diverse needs and abilities of learners. Differentiated instruction can involve modifying content, process, product, or environment.

**Disability sport:** Sports programs and activities designed for individuals with physical, sensory, or intellectual impairments. Disability sport promotes inclusion, participation, and performance opportunities for people with disabilities.

**Duty of care:** The legal and ethical responsibility of coaches, organizations, and institutions to ensure the safety and well-being of athletes. Duty of care includes providing a safe environment, adequate supervision, and appropriate instruction.

**Dynamic stretching:** A type of stretching that involves moving parts of the body through a full range of motion in a controlled and progressive manner. Dynamic stretching can improve flexibility, mobility, and athletic performance.

**Eccentric contraction:** A muscle contraction in which the muscle lengthens under tension, such as lowering a weight or controlling a descent in a jump. Eccentric contractions can improve strength, power, and injury resistance.

**Ego orientation:** A motivational orientation that focuses on demonstrating competence, outperforming others, and avoiding failure. Ego orientation can lead to extrinsic motivation and can hinder learning and performance in some situations.

**Empathy:** The ability to understand and share the feelings of another person. In sports coaching, empathy can help build trust, rapport, and positive relationships with athletes.

**Energy systems:** The physiological pathways that produce ATP, the primary source of energy for muscle contraction. The three energy systems are the ATP-CP system, the glycolytic system, and the oxidative system.

**Environmental considerations:** The factors related to the physical and social surroundings that can affect sports participation, performance, and safety. Environmental considerations include temperature, humidity, altitude, noise, and cultural diversity.

**Equipment maintenance:** The practice of regularly inspecting, cleaning, and repairing sports equipment to ensure safety, functionality, and longevity. Equipment maintenance is an essential responsibility of sports coaches and organizations.

**Ethical decision-making:** The process of making choices that align with professional standards, values, and principles. Ethical decision-making in sports coaching involves considering the rights, welfare, and dignity of all stakeholders.

**Evidence-based practice:** The use of research evidence, clinical expertise, and patient values to inform decision-making and practice in sports coaching. Evidence-based practice promotes best practices, quality outcomes, and continuous improvement.

**Exercise intensity:** The level of effort or exertion required to perform a physical activity. Exercise intensity can be measured using various methods, such as heart rate, rating of perceived exertion, and metabolic equivalents (METs).

**Exercise prescription:** The process of designing and implementing individualized exercise programs based on assessment results, goals, and fitness components. Exercise prescription should consider the principles of specificity, progression, overload, individuality, and reversibility.

**Exercise technique:** The correct and efficient execution of exercise movements and actions. Proper exercise technique can enhance performance, reduce injury risk, and optimize training adaptations.

**Experiential learning:** A learning approach that involves active engagement, reflection, and application of experiences to promote knowledge and skill development. Experiential learning can occur through participation in sports, games, challenges, and problem-solving activities.

**Fear of failure:** The

**Global Certificate in Sports Coaching in Schools:** A comprehensive program that provides educators and coaches with the knowledge and skills necessary to effectively teach and coach sports in a school setting.

**Sports Coaching:** The process of teaching, training, and instructing athletes in a specific sport or physical activity.

**Physical Education:** A field of study focused on the physical, social, and emotional development of students through participation in physical activities and sports.

**Motor Skills:** The ability to perform specific physical movements and actions with control and precision.

**Fitness:** A state of overall health and well-being, characterized by a healthy body composition, cardiovascular fitness, and muscular strength and endurance.

**Safety:** The protection of athletes from injury or harm during sports and physical activity.

**Inclusive Coaching:** The practice of providing equal opportunities and support for all athletes, regardless of their abilities, background, or background.

**Child Development:** The physical, cognitive, and emotional changes that occur in children as they grow and mature.

**Curriculum Development:** The process of planning and creating a structured program of instruction for a specific subject or field of study.

**Assessment and Evaluation:** The process of measuring and evaluating the performance and progress of athletes and students.

**Professional Development:** The ongoing process of learning and improving one's skills and knowledge in a specific field or profession.

**Mentoring:** The process of providing guidance, support, and advice to a less experienced individual in a specific field or profession.

**Team Sports:** Sports that involve teams of athletes working together to achieve a common goal.

**Individual Sports:** Sports that involve individual athletes competing against each other.

**Sport Psychology:** The study of the psychological factors that influence sports and physical activity, including motivation, confidence, and mental toughness.

**Exercise Science:** The study of the acute and chronic responses to exercise, including the effects on the cardiovascular, respiratory, and musculoskeletal systems.

**Sports Nutrition:** The study of the role of nutrition in sports and physical activity, including the effects on performance, recovery, and overall health.

**Sports Medicine:** The field of medicine focused on the prevention, diagnosis, and treatment of injuries and illnesses related to sports and physical activity.

**Biomechanics:** The study of the mechanical laws that govern the movement of the human body during sports and physical activity.

**Pedagogy:** The method and practice of teaching, including the planning, delivery, and assessment of instruction.

**Differentiated Instruction:** The practice of tailoring instruction to meet the individual needs and abilities of students.

**Inquiry-Based Learning:** A teaching approach that emphasizes student-led exploration and discovery, rather than teacher-led instruction.

**Formative Assessment:** The ongoing process of evaluating student learning and progress during instruction.

**Summative Assessment:** The process of evaluating student learning and progress at the end of a unit or course.

**Rubrics:** A scoring guide used to evaluate student performance and progress.

**Action Research:** A research method used to gather data and evaluate the effectiveness of instruction and curriculum.

**Collaborative Learning:** The practice of working together in groups to achieve a common goal.

**Cooperative Learning:** The practice of working together in groups, with each member contributing to the group's success.

**Differentiated Coaching:** The practice of tailoring coaching to meet the individual needs and abilities of athletes.

**Inquiry-Based Coaching:** A coaching approach that emphasizes athlete-led exploration and discovery, rather than coach-led instruction.

**Formative Assessment in Coaching:** The ongoing process of evaluating athlete learning and progress during coaching.

**Summative Assessment in Coaching:** The process of evaluating athlete learning and progress at the end of a training unit or season.

**Rubrics in Coaching:** A scoring guide used to evaluate athlete performance and progress.

**Action Research in Coaching:** A research method used to gather data and evaluate the effectiveness of coaching and training.

**Behavior Management:** The practice of managing and guiding the behavior of students and athletes.

**Classroom Management:** The practice of organizing and managing the physical and social environment of a classroom.

**Discipline:** The process of setting and enforcing rules and expectations for behavior.

**Positive Reinforcement:** The use of rewards and incentives to encourage positive behavior.

**Corrective Feedback:** The process of providing specific, constructive feedback to correct and improve behavior.

**Restitution:** The process of requiring students and athletes to make amends for inappropriate behavior.

**Conflict Resolution:** The practice of addressing and resolving conflicts between students and athletes.

**Peer Mediation:** The practice of using trained peers to mediate conflicts between students and athletes.

**Restorative Practices:** A approach to discipline and behavior management that emphasizes repairing harm and restoring relationships.

**Social-Emotional Learning:** The process of developing self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

**Positive Behavior Interventions and Supports (PBIS):** A framework for preventing and addressing problem behavior in schools.

**Multi-Tiered System of Supports (MTSS):** A framework for providing academic and behavioral support to students based on their individual needs.

**Response to Intervention (RTI):** A framework for identifying and addressing the academic and behavioral needs of students.

**Trauma-Informed Care:** An approach to behavior management and support that takes into account the effects of trauma on students and athletes.

**Culturally Responsive Teaching:** The practice of adapting instruction to meet the cultural backgrounds and experiences of students.

**Culturally Responsive Coaching:** The practice of adapting coaching to meet the cultural backgrounds and experiences of athletes.

**Universal Design for Learning (UDL):** A framework for designing instruction that is accessible and engaging for all students.

**Assistive Technology:** Devices and tools used to support students with disabilities in accessing the curriculum.

**Differentiated Curriculum:** A curriculum that is adapted to meet the individual needs and abilities of students.

**Inclusive Curriculum:** A curriculum that is designed to be accessible and engaging for all students, regardless of their abilities or background.

**Adapted Physical Education (APE):** A field of study focused on providing physical education and sports opportunities to students with disabilities.

**Therapeutic Recreation:** The use of recreational activities to improve the physical, cognitive, and emotional well-being of individuals with disabilities.

**Physical Activity Promotion:** The process of encouraging and supporting individuals to engage in regular physical activity.

**Physical Literacy:** The ability to move with confidence and competence in a wide variety of physical activities and environments.

**Active Living:** The practice of incorporating regular physical activity into daily life.

**Obesity Prevention:** The process of promoting healthy eating and physical activity habits to prevent obesity.

**Health Education:** The field of study focused on promoting and supporting the health and well-being of individuals and communities.

**School Health:** A comprehensive approach to promoting the health and well-being of students and staff in schools.

**Coordinated School Health (CSH):** A framework for planning, implementing, and evaluating school health programs and policies.

**Comprehensive School Physical Activity Program (CSPAP):** A framework for planning, implementing, and evaluating physical activity programs in schools.

**Health Promoting Schools (HPS):** A whole-school approach to promoting the health and well-being of students, staff, and communities.