

Sfrito Assessment Guideline

Unit 13378

Level 4: Credit 5: Version 2

Sport Teaching & Coaching

**Apply the principles of pedagogy in
a recreation, sport, or fitness
context**

Activity Instructions:

Correct identification of required number of evidence and valid explanations to be given in own words.

Purpose statement:

People credited with this unit standard are able to:

- explain the process of skill learning and the role of feedback in a recreation, sport, or fitness context;
- demonstrate a motor skill in a recreational, sporting, or fitness instructional setting;
- facilitate participant practice of a motor skill in a recreational, sporting, or fitness instructional setting;
- evaluate participant performance of a motor skill and provide feedback to participants;
- evaluate personal application of the principles of learning, teaching and/or coaching in a recreational, sporting, or fitness instructional setting.

Special Notes:

1. Pedagogy refers to all of the processes and issues that deal with learning, teaching, and coaching, ie social development, learning, teaching, and coaching methods. Pedagogy is an educational process that focuses on physical activity contexts such as sport, fitness, dance, and physical recreation.
2. A closed environment is one in which the participants are in full control of the timing of their performance. The environment is predictable and the participants can go through their pre-learned movement patterns.
3. Competencies in this unit standard may be demonstrated in a simulated situation.

Element 1: Explain the process of skill learning and the role of feedback in a recreation, sport, or fitness context.

Range: feedback must include extrinsic and intrinsic feedback.

Task: Written/Oral

Performance Criteria		Evidence
1.1	<p>The steps involved in learning motor skills in a recreation, sport, or fitness context are identified.</p> <p>Range: steps may include but are not limited to - sensory perception, decision-making, visualisation, neuro-muscular execution, evaluation, feedback.</p>	<p>At least 6 steps are identified in order:</p> <ol style="list-style-type: none"> 1. Sensory perception. 2. Decision making. 3. Visualisation 4. Neuro-muscular execution. 5. Evaluation 6. Feedback.
1.2	<p>Factors affecting an individual participant's sensory perception in relation to motor learning are identified and explained.</p> <p>Range: factors may include but are not limited to - gathering and analysing information through the senses, different individual learning styles, participant's previous experience, selective attention by participant, learning environment, social context.</p>	<p>Candidate identifies 6 factors and provides an explanation for 2 of them. For example;</p> <ul style="list-style-type: none"> • For an explanation of selective attention by participant e.g. participant is focussed on what coach is saying and ignores other distractions i.e. noise, activity, environmental, other people
1.3	<p>Factors affecting decision-making in relation to motor skill learning are identified and explained.</p> <p>Range: factors may include but are not limited to - participant's existing knowledge, participant's previous experience, participant's motivation, peer involvement.</p>	<p>Candidate identifies 4 factors and provides an explanation for 2 of them.</p>
1.4	<p>Factors affecting the neuro-muscular execution of a motor skill are identified and explained.</p> <p>Range: factors include - conditions under which the skill is performed, participant's skill and fitness levels, stage of development.</p>	<p>The following factors are identified and explained.</p> <ul style="list-style-type: none"> • Conditions under which the skill is performed. • Participants skill and fitness levels e.g. Participants fitness (strength, flexibility, cardio vascular etc.) needs to be at a level which can meet the physical dimensions of the skill. • Stage of development.

1.5	<p>Factors affecting the evaluation of performance and provision of feedback in relation to motor skill learning are identified and explained.</p> <p>Range: factors include – participant’s ability to perceive what they are doing, participant’s ability to receive feedback, provision of objective feedback, participant’s level of self-awareness.</p>	<ul style="list-style-type: none"> • 4 Factors are identified and explained. • Factors need to include intrinsic and extrinsic feedback.
1.6	<p>The importance of observing and evaluating performance and providing feedback to the learning of motor skills is explained as it applies to a recreation, sport, or fitness context.</p>	<p>Explanation is provided regarding the importance of the following to the learning of motor skills:</p> <ul style="list-style-type: none"> • Observing performance. • Evaluating performance. • Providing extrinsic feedback. • Using intrinsic feedback.
<p>Element 2: Demonstrate a motor skill in a recreational, sporting, or fitness instructional setting.</p>		
<p>Task: Observation</p>		
<p>Performance Criteria</p>		<p>Evidence</p>
2.1	<p>Skill selected for demonstration is appropriate to the participants’ learning and developmental stages, and to the activity in which they intend to participate.</p>	<p>Skill is appropriate for the target group in terms of:</p> <ul style="list-style-type: none"> • Participants stage of learning. • Physical, mental and emotional development. • Activity the group intends to participate in.
2.2	<p>Positioning of participants allows everyone to see and hear clearly, and minimises external distractions.</p>	<p>All participants</p> <ol style="list-style-type: none"> 1. Can see the demonstration. 2. Can hear the instructions <p>Distractions removed or minimised. For example;</p> <ul style="list-style-type: none"> • Spare balls. • Passing traffic • Face away from the sun.
2.3	<p>Explanation of the demonstration contains points relating to the execution of the skill, is concise and clear, and includes rationale for learning the skill where this is appropriate to the situation.</p>	<ul style="list-style-type: none"> • All the key points are identified. • Clear, concise delivery. • Valid justification given where appropriate.

2.4	<p>Demonstration of the selected skill is appropriate to the participants' levels of experience and ability.</p> <p>Range: demonstration may show the technical execution of the skill in a closed environment, or the execution of the full skill in a performance situation.</p>	<p>Candidate is able to demonstrate skill in a closed environment or in a performance situation, depending on the participants' ability in that particular skill. Skill is appropriate for the target group in terms of:</p> <ul style="list-style-type: none"> • Level of experience. • Ability.
2.5	<p>Demonstration is technically correct, and is repeated several times for participants to view from different angles.</p>	<ul style="list-style-type: none"> • Demonstration is technically correct. • Adjustments are made so that participants can view all different angles Or • Demonstration is repeated at least 3 times for participants to view from different angles.
2.6	<p>Teaching and/or coaching styles and methods used are appropriate for the participants.</p> <p>Range: teaching and coaching styles may include but are not limited to - authoritarian, friendly, sharing, questioning, business-like, intense; teaching and coaching methods may include but are not limited to - hands-on (physical cues), mirroring, part-whole-part demonstration, different sequencing of skills, allowing participants to experiment, problem-solving, questioning, and prompting.</p>	<p>The appropriate teaching and coaching styles & methods chosen, (can be changed) may include but not limited to:</p> <ul style="list-style-type: none"> • Authoritarian. • Friendly. • Sharing. • Questioning. • Business-like. • Intense. • Hands-on. • Mirroring. • Part-whole-part demonstration. • Different sequencing of skills. • Allowing participants to experiment. • Problem solving. • Prompting.
2.7	<p>Opportunities are provided during the demonstration for participants to ask questions and/or clarify explanations.</p>	<ul style="list-style-type: none"> • Candidate provides opportunities for participants to ask questions. • Clarifies statements when asked to.
2.8	<p>Participants' observation of the demonstration and understanding of the explanation are checked.</p>	<ul style="list-style-type: none"> • Candidate checks that each participant has seen the skill in action and knows the key points.

Element 3: Facilitate participants' practice of a motor skill in a recreational, sporting, or fitness instructional setting.

Task: Observation

Performance Criteria		Evidence
3.1	Arrangement of participants and their patterns of movement maximises their activity time, minimises their waiting time, maximises use of the available space, and minimises the risk of injury.	<ul style="list-style-type: none"> • Best use is made of the space available e.g. the arrangement of participants minimises the risk of injury and maximises participation. • Participants are on task at least 80% of the time. When they are not, they are doing one of the following; <ul style="list-style-type: none"> - Changing equipment, changing from one activity to another, waiting in line.
3.2	Grouping of participants caters to their psychosocial, cognitive, and physical levels. Range: grouping may be by - size, skill level, fitness level, developmental stage, psychosocial	Groupings are appropriate and/ or can be justified by the candidate. Grouping may be by; <ul style="list-style-type: none"> • Size. • Skill level. • Fitness level. • Developmental stage. • Psychological stage.
3.3	Time taken for transition between the demonstration of the selected motor skill and the initiation of practise is minimal, and the attention of participants is maintained throughout.	<ul style="list-style-type: none"> • Transitions are efficient and time required is minimised. • Participants' attention is maintained throughout.
3.4	Instructions to participants are concise and clear, and participants' understanding of the instructions is checked.	<ul style="list-style-type: none"> • Instructions are concise and clear and candidate checks that participants have understood them.
3.5	Practice activity selected is appropriate to the participants' skill and fitness levels, stages of development, and levels of motivation.	Practice activity is appropriate to <ul style="list-style-type: none"> • The participants skill levels • The participants' fitness levels. • Stages of development. • Levels of motivation.
3.6	Practice session allows for participants' self-directed learning. Range: participants' self-directed learning may include but is not limited to - guided discovery, task teaching, reciprocal teaching, trial and error, problem solving.	<ul style="list-style-type: none"> • Opportunity for appropriate style of self-directed learning given. • Self-directed learning may include but is not limited to: <ul style="list-style-type: none"> - Guided discovery. - Task teaching. - Reciprocal teaching. - Trial and error. - Problem solving.

3.7	Participants' activity is monitored to ensure that instructions are followed correctly, safety precautions are being observed, and participants are motivated to remain on task.	Candidate: <ul style="list-style-type: none"> • Checks participants are doing as instructed. • Checks for unsafe practices/ situations. • Participants are motivated to stay on task.
3.8	Participants' activity is modified as necessary according to the results of monitoring the skill performance.	Participants activity is modified as necessary.
<p>Element 4: Evaluate participants' performance of a motor skill and provide feedback. Range: feedback may include but is not limited to - positive reinforcement of correct performance, verbal feedback, non-verbal feedback, video, mirroring, modelling, identification of error, identification of correct skill execution, identification of difference between the error and the correct skill execution.</p>		
Task: Observation		
Performance Criteria		Evidence
4.1	Participants' skill execution is observed once practice is established.	<ul style="list-style-type: none"> • Candidate observes <u>each</u> participant performing the skill
4.2	Personal positioning and movement allow all participants to be observed clearly. Range: personal positioning refers to that of the teacher or coach or instructor or activity leader.	<ul style="list-style-type: none"> • Candidate position allows them to keep an eye on the whole group, even when observing an individual.
4.3	Evaluation of group performance identifies major points being performed correctly and common errors.	<ul style="list-style-type: none"> • Candidate emphasises major points being carried out correctly and points out common errors. (Errors peculiar to individuals are not pointed out here).
4.4	Feedback provided to group and individuals is timely, specific, accurate, and understandable, and is directed at participant behaviour that can be changed.	Candidate selects the right moment to provide feedback to the group and individuals. The feedback must be: <ul style="list-style-type: none"> • Specific. • Accurate. • Understandable. • Directed at changeable behaviour.
4.5	Feedback provided to group and individuals reinforces correct points, focuses on one error at a time, and provides constructive strategies to address the errors.	Feedback to the group and individual: <ul style="list-style-type: none"> • Reinforces correct points. • Focuses on one error at a time. • Provides constructive ways to address the errors.

4.6	Feedback provided to group and individuals is appropriate to each participant's perception of the task, ability to receive feedback, and stage of development.	Candidate ensures that the feedback provided is appropriate to each participants': <ul style="list-style-type: none"> • Perception of the task. • Ability to receive feedback. • Stage of development.
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Element 5: Evaluate personal application of the principles of learning, teaching, and coaching in a recreational, sporting, or fitness instructional setting.

Range: evaluation must include but is not limited to - self, by peer/s, and through participant feedback.

Task: Oral/Written

Performance Criteria		Evidence
5.1	Evaluation determines the extent to which factors affecting motor skill learning are applied in the physical activity session. Range: factors must include - teaching and/or coaching methods, demonstration technique, practice, provision of feedback.	<ul style="list-style-type: none"> • Feedback is sought from self, peers, and participants. • Candidate evaluates own use of the following factors and how it affected the participants learning. Factors for evaluation are: <ul style="list-style-type: none"> - Teaching and/or coaching methods. - Demonstration technique. - Type of practice. - Provision of feedback.
5.2	Areas requiring improvement are determined from evaluation results.	<ul style="list-style-type: none"> • Candidate identifies at least one area that could be improved upon, from evaluation results.
5.3	Training needs are identified from evaluation results.	<ul style="list-style-type: none"> • Candidate identifies appropriate training needs from evaluation results.
5.4	Plans are prepared and discussed which implement required improvements to address identified training needs.	<ul style="list-style-type: none"> • Candidate prepares a training plan and is able to discuss it in relation to the training needs.

Unit 13378 Checklist

Apply the principles of pedagogy in a recreation, sport, or fitness context

Assessor name: _____

Organisation name: _____

Element 1: Explain the process of skill learning and the role of feedback in a recreation, sport, or fitness context.

Range: feedback must include extrinsic and intrinsic feedback.

1.1	The steps involved in learning motor skills in a recreation, sport, or fitness context are identified. Range: steps may include but are not limited to - sensory perception, decision-making, visualisation, neuro-muscular execution, evaluation, feedback.	
1.2	Factors affecting an individual participant's sensory perception in relation to motor learning are identified and explained. Range: factors may include but are not limited to - gathering and analysing information through the senses, different individual learning styles, participant's previous experience, selective attention by participant, learning environment, social context.	
1.3	Factors affecting decision-making in relation to motor skill learning are identified and explained. Range: factors may include but are not limited to - participant's existing knowledge, participant's previous experience, participant's motivation, peer involvement.	
1.4	Factors affecting the neuro-muscular execution of a motor skill are identified and explained. Range: factors include - conditions under which the skill is performed, participant's skill and fitness levels, stage of development.	
1.5	Factors affecting the evaluation of performance and provision of feedback in relation to motor skill learning are identified and explained. Range: factors include – participant's ability to perceive what they are doing, participant's ability to receive feedback, provision of objective feedback, participant's level of self-awareness.	
1.6	The importance of observing and evaluating performance and providing feedback to the learning of motor skills is explained as it applies to a recreation, sport, or fitness context.	

Element 2: Demonstrate a motor skill in a recreational, sporting, or fitness instructional setting.

2.1	Skill selected for demonstration is appropriate to the participants' learning and developmental stages, and to the activity in which they intend to participate.	
2.2	Positioning of participants allows everyone to see and hear clearly, and minimises external distractions.	
2.3	Explanation of the demonstration contains points relating to the execution of the skill, is concise and clear, and includes rationale for learning the skill where this is appropriate to the situation.	
2.4	Demonstration of the selected skill is appropriate to the participants' levels of experience and ability. Range: demonstration may show the technical execution of the skill in a closed environment, or the execution of the full skill in a performance situation.	
2.5	Demonstration is technically correct, and is repeated several times for participants to view from different angles.	

2.6	Teaching and/or coaching styles and methods used are appropriate for the participants. Range: teaching and coaching styles may include but are not limited to - authoritarian, friendly, sharing, questioning, business-like, intense; teaching and coaching methods may include but are not limited to - hands-on (physical cues), mirroring, part-whole-part demonstration, different sequencing of skills, allowing participants to experiment, problem-solving, questioning, and prompting.	
2.7	Opportunities are provided during the demonstration for participants to ask questions and/or clarify explanations.	
2.8	Participants' observation of the demonstration and understanding of the explanation are checked.	
Element 3: Facilitate participants' practice of a motor skill in a recreational, sporting, or fitness instructional setting.		
3.1	Arrangement of participants and their patterns of movement maximises their activity time, minimises their waiting time, maximises use of the available space, and minimises the risk of injury.	
3.2	Grouping of participants caters to their psychosocial, cognitive, and physical levels. Range: grouping may be by - size, skill level, fitness level, developmental stage, psychosocial	
3.3	Time taken for transition between the demonstration of the selected motor skill and the initiation of practise is minimal, and the attention of participants is maintained throughout.	
3.4	Instructions to participants are concise and clear, and participants' understanding of the instructions is checked.	
3.5	Practice activity selected is appropriate to the participants' skill and fitness levels, stages of development, and levels of motivation.	
3.6	Practice session allows for participants' self-directed learning. Range: participants' self-directed learning may include but is not limited to - guided discovery, task teaching, reciprocal teaching, trial and error, problem solving.	
3.7	Participants' activity is monitored to ensure that instructions are followed correctly, safety precautions are being observed, and participants are motivated to remain on task.	
3.8	Participants' activity is modified as necessary according to the results of monitoring the skill performance.	
Element 4: Evaluate participants' performance of a motor skill and provide feedback. Range: feedback may include but is not limited to - positive reinforcement of correct performance, verbal feedback, non-verbal feedback, video, mirroring, modelling, identification of error, identification of correct skill execution, identification of difference between the error and the correct skill execution.		
4.1	Participants' skill execution is observed once practice is established.	
4.2	Personal positioning and movement allow all participants to be observed clearly. Range: personal positioning refers to that of the teacher or coach or instructor or activity leader.	
4.3	Evaluation of group performance identifies major points being performed correctly and common errors.	
4.4	Feedback provided to group and individuals is timely, specific, accurate, and understandable, and is directed at participant behaviour that can be changed.	
4.5	Feedback provided to group and individuals reinforces correct points, focuses on one error at a time, and provides constructive strategies to address the errors.	
4.6	Feedback provided to group and individuals is appropriate to each participant's perception of the task, ability to receive feedback, and stage of development.	

Element 5: Evaluate personal application of the principles of learning, teaching, and coaching in a recreational, sporting, or fitness instructional setting. Range: evaluation must include but is not limited to - self, by peer/s, and through participant feedback.			
5.1	Evaluation determines the extent to which factors affecting motor skill learning are applied in the physical activity session. Range: factors must include - teaching and/or coaching methods, demonstration technique, practice, provision of feedback.		
5.2	Areas requiring improvement are determined from evaluation results.		
5.3	Training needs are identified from evaluation results.		
5.4	Plans are prepared and discussed which implement required improvements to address identified training needs.		
DATE	CANDIDATES SIGNATURE	ASSESSORS SIGNATURE	C/NYC
Comments:			

Note: the assessor needs to ensure **sufficiency** of performance and knowledge. Therefore the assessor needs to know that the Candidate has performed the tasks competently many times before and will be competent in the future. Ticking/ dating the boxes more than once, having 2 checklists for different assessment occasions or observing workplace performance over a period of time can show this.