



Republic of the Philippines

Department of Education

DepEd Complex, Meralco Avenue, Pasig City

STRENGTHENED SENIOR HIGH SCHOOL CURRICULUM

SPORTS COACHING

Grade 11

Course Description:

This course provides a comprehensive study of essential principles and applications in sports coaching that focuses on philosophical applications, ethical strategies, and techniques. At the end of this course, learners are engaged through interactive learning and practical applications to prepare them for a dynamic career in coaching and certification from reputable and recognized organizations.

Elective: Academic

Prerequisite: None

Time Allotment: 80 hours for one semester, 4 hours per week

Schedule: First Semester/Second Semester

QUARTER 1 – INDIVIDUAL/DUAL SPORTS

CONTENT STANDARD	The learners demonstrate understanding of the philosophy, principles, styles, skills, and techniques for future careers and opportunities in coaching or individual/dual sports.	
PERFORMANCE STANDARD	The learners execute individual/dual sports activities to showcase their skill in sports coaching.	
LEARNING COMPETENCIES		CONTENT
1. discuss the philosophy, principles, and styles that influence coaching practices		Philosophy of Coaching • Athlete-Centered Development (Long-Term Athletic Development) • Positive Values • Ethical Practices (Fair Play, Anti-doping Education) • Code of Conduct Principle of Coaching • Encourage Self-awareness, Trust, Empathy and Active Listening, Individuality, etc. Coaching Styles

	• Autocratic, Democratic, Laissez-Faire
2. demonstrate the essential coaching competencies to enhance coaching effectiveness for individual/dual sports	Knowledge of Sports Coaching • Coaching Skills • Tactical Coaching, Technical Coaching, Developmental Coaching • Importance of Fundamental Skills • Planning a Training Session • Training Drills and Practice Routines • Tactical Game Plan • Talent Identification Psychosocial Aspect of Coaching
3. apply coaching skills in selected individual/dual sports through practice, observation, simulation, and feedback	Coaching Exposure in Selected Individual/Dual Sports • Coaching Practice in Selected Sports - Game play • Participant Observation - Game Observation - Peer Observation • Simulation - Group application - Video Analysis • Performance Feedbacking ○ Debriefing ○ Post-evaluation
4. assess the coaching performance in selected individual/dual sports	Selected Sports Coaching Exposure • Sports coaching simulation • Types of Level of Sports Coaching (School-based, Amateur, Professional)

QUARTER 2 – TEAM SPORTS

CONTENT STANDARD	The learners demonstrate understanding of the philosophy, principles, styles, skills, and techniques for future careers and opportunities in coaching for team sports.	
PERFORMANCE STANDARD	The learners organize team sports activities to showcase their skills in coaching.	
LEARNING COMPETENCIES		CONTENT
1. explain the different characteristics of an effective team sports coach		Characteristics of an Effective Coach Reflective Thinking, Good Communication Skills, Leadership and Motivation, Adaptability & Problem Solving, Goal Setting & Development Focus, Striving to Win
2. describe the coaching styles of reputable national and international coaches and how it affects the performance handling team sports		● Coaching Styles ● Communication Strategies ● In-game decision-making and adjustments <i>Suggested national and international coaches</i>
3. apply technical and tactical games plan essential in team sports		Developing and Implementing Game Plans: ● Technical ● Tactical - Offensive and defensive - Set plays and situational strategies
4. evaluate the coaching performance in selected team sports		Selected Sports Coaching Exposure ● Sports coaching simulation ● Types of Level of Sports Coaching (School-based, Amateur, Professional)

GLOSSARY

<i>Athlete-Centered Development</i>	A coaching philosophy that emphasizes the holistic development of athletes by addressing their physical, emotional, and psychological needs. This approach fosters self-awareness, responsibility, and decision-making skills, enabling athletes to take ownership of their performance and personal growth.
A Code of Ethics	A formal document or set of guidelines that outlines the principles, values, and standards of behavior that an individual or organization is expected to follow. It serves as a framework for decision-making and ethical conduct.
Coaching Exposure	Refers to the intentional engagement of coaches with various coaching strategies, methods, and tools, often through formal training, seminars, workshops, and conferences. It broadens their knowledge and enhances their adaptability to challenges.
Coaching Philosophy	Is a set of values and behaviors that serve to guide the actions of a coach.
Coaching Practice	Involves the hands-on application of coaching principles and strategies, including planning and delivering sessions, observing participants, and reflecting on outcomes to improve future sessions.
Developmental Coaching	A holistic coaching approach that focuses on facilitating personal and professional growth, enhancing self-awareness, and achieving long-term goals.
Dual Sports	Involve two participants competing against each other, focusing on skill, technique, and strategy. Examples include tennis doubles, badminton doubles, and table tennis doubles.
Evaluation	Refers to the systematic process of determining the effectiveness, relevance, or worth of an activity, policy, or program. It assesses objectives, implementation, and sustainability of results.
Game Observation	The process of systematically watching and analyzing the behaviors, techniques, strategies, and performance of athletes or teams during training or competition.
Game Simulation	Refers to creating controlled environments where athletes practice specific skills and scenarios that mimic game situations to improve performance.
Individual Sports	Activities performed by a single participant without direct interaction with opponents. Success depends on the athlete's skills and efforts. Examples include swimming, tennis, and track and field.
Laissez-faire	A policy or attitude of letting things take their course without interference. It also refers to minimal intervention by authorities in business or economic activities.
Levels of Competition	These range from local leagues and amateur events to national and international competitions like the Olympics, representing varying challenges and requirements.

Participant Observation	A method used by coaches to gather insights into athletes' behaviors and performance during training or games.
Performance Feedback	Involves providing athletes with constructive feedback on their performance to improve skills and strategies.
Physical Performance	Refers to an athlete's ability to perform tasks requiring physical effort, encompassing endurance, strength, flexibility, and coordination.
Practical Analysis	Refers to the hands-on evaluation and application of techniques, strategies, and performance metrics in sports scenarios.
Simulation	In sports coaching, it involves creating controlled environments to practice skills and scenarios that mimic real-game situations.
Tactical Coaching	A coaching approach focusing on strategies, game plans, and decision-making to enhance competitive performance.
Tactical Decision-Making	Involves using cognitive strategies to analyze variables, assess risks, and choose effective actions during competition.
Team Sports	Involve organized groups working together to achieve a common goal, emphasizing collaboration and strategy.
Technical Coaching	Centers on developing and refining specific skills through targeted practice, feedback, and instruction.
Technical Skill	Refers to the proficiency in executing techniques or actions required in a sport, such as dribbling in soccer or serving in tennis.

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APPENDICES

Sample Rubrics and Assessment Tools

Sample Performance Rubrics for Coaching					
Criteria	Excellent (5)	Proficient (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Preparation and Planning	Thorough and well-structured session plan tailored to athletes' needs.	Session plan is clear and adequately addresses athletes' needs.	Basic session plan provided; partially meets athletes' needs.	Session plan lacks detail and alignment with athletes' needs.	No session plan or does not address athletes' needs.
Instruction Delivery	Clear, engaging, and precise communication of drills and strategies; excellent use of demonstration.	Clear and accurate communication of drills and strategies; good use of demonstration.	Basic communication and demonstration of drills; some clarity issues.	Instructions and demonstrations are unclear or confusing.	Ineffective or absent communication and demonstration.
Athlete Engagement	Actively involves all athletes with strong	Engages most athletes with good motivation and	Limited engagement and motivation for athletes;	Struggles to engage athletes; little	Fails to engage or motivate athletes.

	motivation and positive reinforcement.	positive reinforcement.	reinforcement is inconsistent.	reinforcement provided.	
Feedback and Adjustment	Provides constructive, specific, and actionable feedback; effectively adjusts plans based on athlete needs.	Provides actionable feedback and adjusts plans appropriately.	Basic feedback provided; limited adjustments to plans based on athlete needs.	Feedback lacks specificity; minimal adjustments made to plans.	Feedback is absent or irrelevant; no adjustments made to plans.
Leadership and Ethics	Demonstrates exemplary leadership, professionalism, and ethical conduct.	Demonstrates strong leadership, professionalism, and ethical conduct.	Shows adequate leadership and professionalism; ethical conduct is acceptable.	Leadership and professionalism need improvement; occasional ethical lapses.	Lacks leadership, professionalism, or ethical conduct.

Sample Peer and Self-Evaluation Form					
Criteria	Excellent (5)	Proficient (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Preparation	Thorough preparation and readiness.	Adequate preparation and readiness.	Some preparation; partially ready.	Limited preparation; not fully ready.	No preparation evident.
Engagement	Actively engages participants effectively.	Engages participants effectively.	Basic engagement; needs improvement.	Limited participant engagement.	No effort to engage participants.
Execution of Tasks	Tasks executed skillfully and efficiently.	Tasks executed with minor inefficiencies.	Basic task execution; noticeable inefficiencies.	Tasks poorly executed; significant inefficiencies.	Tasks not completed or executed ineffectively.
Collaboration and Teamwork	Works exceptionally well with peers; highly collaborative.	Works well with peers; collaborative.	Basic collaboration with peers.	Limited collaboration;	No collaboration or teamwork evident.

				struggles with teamwork.	
Feedback and Reflection	Provides and receives feedback constructively.	Provides and receives feedback effectively.	Basic feedback and reflection provided.	Feedback and reflection need improvement.	No feedback or reflection evident.

Sample Observation and Feedback Forms

Sample Game Observation Checklist		
Criteria	Observation Notes	Rating (1-5)
Athlete Performance	Execution of skills, adherence to strategies, and physical conditioning.	
Game Mechanics	Understanding and application of game rules, teamwork, and tactical approaches.	
Officiating Quality	Accuracy of decisions, positioning, and communication by officials.	
Engagement and Motivation	Level of focus, enthusiasm, and persistence displayed by athletes.	
Safety and Fair Play	Adherence to safety guidelines and demonstration of sportsmanship.	

Observer Comments: _____

Sample Participant Observation Template		
Criteria	Observation Notes	Suggestions for Improvement
Behavior and Attitude	Athlete's focus, discipline, and cooperation during practice or competition.	
Skill Execution	Technical and tactical proficiency observed in drills or game scenarios.	
Strategic Thinking	Ability to understand and apply strategies or adjust tactics based on situational needs.	
Interaction with Team/Coach	Communication, teamwork, and responsiveness to coaching.	

Sample Performance Feedback Form		
Feedback Area	Strengths	Areas for Improvement
Preparation		
Execution of Skills/Tasks		
Adaptability and Decision-Making		
Communication and Interaction		
Leadership and Initiative		