

Introduction to Motor Activities (MATP) Course Syllabus

Aim:

On completion of this training, coaches will have the knowledge and skills to feel motivated, comfortable and competent in creating, structuring, delivering and adapting an MATP programme to suit the needs of each athlete.

They will be able to:

- Outline the basic principles and ethos of MATP.
- Identify and assess athletes who may benefit from participating in MATP.
- List the benefits of participating in MATP.
- Outline the role of a Motor Activities coach and utilise the qualities and skills required to coach athletes.
- Identify key factors which should be considered when coaching athletes with profound intellectual and multiple disabilities (PIMD).
- Organise, plan and deliver an MATP coaching session.

Entry Requirements: Course participants will be required to be at least 16 years of age and be a registered volunteer in Special Olympics Ireland. Participants must have completed Safeguarding Level 1. It is recommended that coaches would have attended Special Olympics Ireland's Introduction to Coaching Practices course or would complete the course within 12 months of completion of the Introduction to Bocce course.

Duration/Format: Approximately 12 hours (3 half-day sessions; 1.5 days).

Methodology: The course will use both classroom and practically based presentations. There will be a combination of demonstration, lectures and an opportunity to gain practical experience. Coaches will experience all aspects of a session from planning through to evaluation of a session.

Assessment: The course is attendance based and there will therefore be no formal assessment. Coaches will receive feedback from tutors and peers during practical coaching tasks.

Certification: Full attendance is required to receive certification.

Ongoing Support: Regional Development Officers- Sports and Special Olympics Ireland Sports Department will be available to provide support to coaches following completion of their Introductory Coaching Course.

Player/Athlete Capacities:

Technical

- ★ Focus on development of basic motor skills including mobility, dexterity, kicking and striking.
- ★ Sports specific skills introduced in a basic manner.
- ★ Use of appropriate footwear and clothing and particularly equipment.

Tactical

- ★ Basic games and movement concepts and patterns for individual and group activities

Physical

- ★ Development of components of physical fitness such as strength, flexibility, balance, coordination.
- ★ Use of fun/mini games to develop these components.

Mental

- ★ Develop a positive attitude towards physical activity and sports participation
- ★ Enhance concentration and attention
- ★ Enhance self confidence and self esteem by achieving personal success and receiving regular constructive and positive feedback.

Lifestyle

- ★ Participate in multiple activities in order to develop a broad range of fundamental motor skills, building the foundations of a physically active lifestyle
- ★ Develop skills which are beneficial in activities of daily living (walking, climbing up steps, picking up objects)

Personal

- ★ Experience sport/exercise as a source of enjoyment and fun
- ★ Develop a positive attitude towards sport, team mates and peers, and therein enhance social and interaction skills.

Coaching Capacities/Knowledge

Knowledge of the sport and of the player/athlete

- ★ An understanding of the basics of MATP.
- ★ An understanding of the interaction of a profound intellectual disability with growth, development and learning process.
- ★ Awareness of the importance of individuality
- ★ Confidence in coaching basic movement skills to athletes.

Coaching style, values and ethics

- ★ Define the role of a coach, along with listing the key responsibilities and duties of a coach. Emphasis on the word “Coach”.
- ★ Develop confidence in the application of the coaching process and the crucial steps in the skill development process.
- ★ Demonstrate awareness of the Code of Ethics and Good Practice
- ★ Acceptance of the inclusive ethos of Special Olympics and the importance of catering for all abilities.
- ★ Have a basic knowledge of intellectual disabilities and feel confident in including people with profound intellectual disability, complex support needs and perhaps additional disabilities (e.g. physical or sensory impairment) into the session.

Needs analysis and planning

- ★ Outline the concept of individual difference, particularly in relation to the wide variety of learning disabilities and physical disabilities that a coach in Motor Activities might encounter.
- ★ Be able to plan a basic session and outline the basic components of a session.
- ★ Plan for applying good safety practices and regulations.

Coaching at practice/performance

- ★ Develop good organisation skills.
- ★ Ability to provide a well planned session with appropriate and good quality demonstrations.
- ★ Understanding of the need to observe, analyse, provide feedback, adapt and progress when teaching a skill.
- ★ Outline the importance of adequate and constructive practice time.

Communication and Teamwork

- ★ Use open communication with players/athletes, parents, carers and other coaches.
- ★ Outline the communication issues with which a coach may be faced.

Review, evaluation and self-reflection

- ★ Coaches should have the ability to review and evaluate their sessions in a basic way.
- ★ Outline the value and importance of regular self-evaluation.