



ASA/UKCC Level 2 Certificate for Coaching Water Polo

This qualification is aimed at those interested in the coaching programme in a competitive environment

Overview

1 Title

Level 2 Certificate for Coaching Water Polo

2 National Qualifications Framework (NQF) and United Kingdom Coaching Certificate (UKCC)

This qualification is recognised as a UKCC Level 2 and is on the NQF at Level 2. In order to achieve the qualification candidates must achieve Units 1 – 6

3 Pre-requisite

- Candidates must be at least 17 years of age at the commencement of the learning programme
- Be holders of the ASA/UKCC Level 1 Certificate for Coaching Water Polo
or
- Gained exemption prior to enrolment on the learning programme from the ASA
- It is recommended that candidates hold a valid Criminal Records Bureau (CRB) certificate

4 Introduction

The Level 2 (Coach) for Water Polo is an all inclusive qualification and sits as the second formally assessed qualification on the coaching qualifications pathway. Units 1-3 are common units to all of the Aquatic Strands (Aquatic Teaching, Diving, Swimming Coaching, Synchronised Swimming and Water Polo) and has a focus on “how to teach/coach” skills. It is envisaged that Units 1, 2 & 3 can be delivered to all teachers/coaches who wish to work in the Aquatic environment. Units 4-6 have their focus on Water Polo coaching technical knowledge and practical skills that will allow the coach to fulfil the following role descriptor.

5 Role Descriptor

Once qualified the holder of the Level 2 (Coach) Certificate for Coaching Water Polo is able to plan, deliver and evaluate a series of six consecutive sessions within the context of a macro cycle prepared by a senior/licensed coach

6 Format

The qualification is designed to be delivered and assessed using a combination of theory and practice throughout Units 1 - 5. Unit 6 is a practical unit in the appropriate environment (i.e., away from the course). Responsibility for the assessment of Unit 6 lies with the tutor of Units 4 & 5 in conjunction with evidence provided by an expert witness (vocational assessor) assessing competence in the appropriate environment.

Units 1 - 5 have to be completed and passed before the candidate is allowed to progress onto Unit 6

7 Length of Learning Programme

Approximate hours	38 hours theory 26 hours practical
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NB: The exact detail of what is covered in the theory/practical session will be decided by the tutor on how best to deliver the learning programme. Flexibility is allowed in order that the content best suit the prior knowledge and experience of the candidates attending, therefore the hours stated above are recommendations and are as a guide only.

Suggested split and allocation of hours per unit

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
THEORY	6 hours	9 hours	12 hours	6 hours	5 hours	N/A
PRACTICAL	1 hours	2 hours	2 hours	4 hours	5 hours	12 hours per candidate

14 hours coaching practice during Units 1 - 5 with athletes from a Swim 21 accredited club or from a club working towards Swim 21 (NB. or home country equivalent). This will be under the supervision of the tutor/assessor and **may** consist of the following:

- Practical teaching
- Peer observation
- Peer feedback
- Tutor demonstration

To complete Unit 6 a minimum of 12 hours coaching in an appropriate environment (i.e. away from the course) is required. Responsibility for the assessment of Unit 6 lies with the tutor of Unit 5 in conjunction with evidence provided by an expert witness (vocational assessor) assessing competence in the appropriate environment and completed within 12 months of passing Units 1 - 5.

8 **Level of Qualification**

This qualification builds on the skills and knowledge gained through the achievement of the ASA/UKCC Level 1 (Support Coach). The level and depth of knowledge required for the qualification is described in the log book and the additional candidate resources provided as part of the learning programme

9 **Assessment and Verification**

Assessment of Units 1 - 5 is by the tutor/assessor and will cover the following:

- Practical coaching through the use of an observation and oral checklist
- Theoretical knowledge through the use of a written knowledge test
- Planning, preparation and other associated tasks through the completion of the appropriate log book

Assessment of Unit 6 lies with the tutor of Unit 5 in conjunction with evidence provided by an expert witness (vocational assessor) and will cover the following:

- Practical coaching through the use of an observation and oral checklist

N.B. Courses leading to an ASA qualification are subject to an internal and external verification process.

10 **Progression**

Achievement of this qualification may enable the candidate to secure employment (paid or voluntary) as a coach normally operating in the context of a competitive club. The qualification is the second stage in a four level coaching structure. Units 1, 2 and 3 (Health and Safety, Principles of Teaching/Coaching, Sport Science) are transferable across all ASA disciplines. Candidates wishing to take a Level 2 (Coach) qualification in another coaching discipline are only required to complete Units 4 - 6 within that discipline provided they already hold the Unit 2 of the relevant ASA/UKCC Level 1 (Support Coach) or have gained exemption.

The next stage for a qualified ASA/UKCC Level 2 (Coach) for Water Polo will be to progress onto the ASA/UKCC Level 3 (Senior Coach) Certificate for Coaching Water Polo

11 **Recommended Reading & Resources**

All recommended resources for Level 1 plus the following:

The Player Pathway: LTAD	ASA
Swimming Teaching & Coaching: Level 3	Cross, R & Wilson, C.
A Guide to Planning Coaching Sessions	Galvin, B & Ledger P.
Coaching Swimming Successfully	Hannula, D.

12 **Guided Learning Hours**

Candidates will be expected to prepare aspects of sessions; complete additional tasks allocated by the tutor including general worksheets and additional reading in addition to the course content. The exact time required would vary from candidate to candidate but will normally amount to approximately 10 - 20 hours.

13 **Administration**

Candidate

- Candidates need to enrol onto the programme directly with the ASA Awarding Body prior to starting the Level 2 (Coach) Certificate and pay the appropriate registration / assessment fee
- Units 1 – 5 can be taken as either a course or as individual units in any order, however the recommendation is that Units 1, 2 & 3 are taken prior to Units 4 & 5.
- If units are taken individually units 1 - 5 need to be completed prior to progressing on to Unit 6.
- Candidates registering onto the L2 (Coach) programme will be give 18 months from the date of registration in which to successfully complete the qualification (i.e., Units 1 - 5 plus Unit 6 practical assessment in the appropriate environment)

Learning Programme

- All practical aspects of the learning programme leading to any aquatic qualification must be delivered in a physical location that meets the minimum criteria laid out by the ASA Awarding Body
- Courses must be registered centrally with the ASA Awarding Body a minimum of 28 days prior to the commencement date (NB: A course can comprise of Units 1 – 5 or individual units or a combination of units)
- Practical assessment needs to be undertaken with athletes in an appropriate training environment i.e. an ASA affiliated club, accredited for Swim 21 or working towards Swim 21 (NB: or home country equivalent)
- All assessment should be undertaken in accordance within the guidance laid out by the Awarding Body
- The maximum number of candidates per tutor is 12 with flexibility on application to the ASA Awarding Body
- For recommended hours per unit please refer to previous item 7. Length of Learning Programme

14 **Human Resources Needed for Delivery and Assessment**

All tutors delivering this Units 1 - 5 of the learning programme are expected to have completed the ASA Tutoring in Sport qualification. If the tutor is also the assessor then it is expected that they have completed the A1 (D32/33) or IAPS Assessors Qualification, if the tutor does not have this qualification then an appropriate assessor will be needed. Each tutor will have to be associated with an Internal Verifier who has the V1 (D34) qualification.

Responsibility for the assessment of Unit 6 lies with the tutor of Unit 5 in conjunction with evidence provided by an expert witness (vocational assessor) assessing competence in the

appropriate environment. All expert witnesses are expected to have completed the L20 – Expert Witness Training.

15 **Key Skills**

The evidence for the following key skills can be achieved through the completion of this qualification:

Communication:

C2.1a Take part in a group discussion

C2.1b Give a talk for 4 minutes

Application of Number:

N2.1 Interpret information from a suitable source

N2.2 Use information to carry out calculations

N2.3 Interpret results of your calculations and present findings

Unit 1 – Health and Safety (Core to all Level 2 qualifications)

Overview of Unit 1

This is a mandatory unit.

This is a core unit and links across all strands of UKCC (Aquatic Teaching, Diving, Swimming Coaching, Synchronised Swimming and Water Polo). This unit explores the issues of Health and Safety relating to a (Level 2) Teacher/Coach.

Assessment

This element will be assessed through written examination of 30 minutes duration.

Element 1

To achieve this element the candidate must be able to:

- U1.1.1 Identify the common components and uses of Pool Safety Operating Procedures (PSOP)
- U1.1.2 Identify the components and uses of a risk assessment
- U1.1.3 Identify relevant Health and Safety regulations relating to the Teacher/Coach
- U1.1.4 Explain the appropriate procedures for dealing with injury, illness and accidents
- U1.1.5 Identify appropriate readiness factors of participants and self-relating to the safe teaching/coaching of sessions
- U1.1.6 Identify appropriate standards of behaviour for participants
- U1.1.7 Explain organisational guidelines to protect children and vulnerable adults from abuse

Syllabus:

Control and Preventative Measures:

- *Components of a PSOP:* e.g. - previous risk assessments, safe activities on and off site, reporting procedures, managing participants' needs
- *Uses of a PSOP:* procedures for setting up and putting away equipment e.g. - lane ropes, Water Polo nets, springboards
- *Relevant Regulations for Health and Safety for the Teacher/Coach:* Health & Safety and Work Act 1974
- *Components of a Risk Assessment:* types of hazards: e.g. - resources, equipment, facilities, environment, participants and others; evaluation of risk
- *Uses of a Risk Assessment:* planning for safe sessions, reducing operational risk and reviewing safety policies.

Health and Safety Responsibilities of Self, Participants and Others:

- *Safety Responsibilities and Procedures:* minimising risk, reporting injuries illnesses and accidents to appropriate person
- *Readiness for Participation of Self and Others,* e.g. - appropriate dress, physical condition i.e. intoxication, illness, injury, psychological state
- *Session Management:* safe behaviour, participant to teacher/coach ratios, supervision of support teachers/coaches

Children and Vulnerable Adults:

- *Organisational Guidelines:* ASA guidelines on manual handling, procedure, self protection

Unit 2 – Principles of Teaching/Coaching – (Core to all Level 2 qualifications)

Overview of Unit 2

This is a mandatory unit.

This is a core unit and links across all strands of UKCC (Aquatic Teaching, Diving, Swimming Coaching, Synchronised Swimming and Water Polo). This unit explores the issues relating to Planning of Teaching/Coaching relating to a (Level 2) Teacher/Coach.

Assessment

Each unit is split into elements. All elements within Unit 2 will be assessed through ongoing coursework tasks i.e., via practical observation, oral questioning and/or written evidence produced as part of the learning programme.

Element 1 - Roles and Responsibilities

To achieve this element the candidate must be able to:

- U2.1.1 Explain the roles and responsibilities of the teacher/coach
- U2.1.2 Identify minimum standards of behaviour for individual personal practice

Syllabus:

- *Teacher/Coach Role:* plan, prepare, deliver and evaluate a series of sessions within a pre-prepared long term plan in order to improve a participants performance
- *Responsibilities:* e.g. - motivation and enjoyment, promoting good practice, duty of care, health & safety of self and others, supporting others, supervising support teachers/coaches
- *Self Presentation:* e.g. – dress, language, attitude of self, attitude toward others

Element 2 – Communication and Communication Styles

To achieve this element the candidate must be able to:

- U2.2.1 Identify methods of communication that will create and maintain positive and equitable working relationships with participants and others
- U2.2.2 Identify communication styles that will reflect the learning styles of participants and others
- U2.2.3 Identify common administrative procedures used in teaching/coaching

Syllabus:

- *Methods of Communication:* verbal e.g. effective questioning (open and closed); effective feedback; voice protection/projection, effective listening skills; Non Verbal e.g. body language, written, demonstration
- *Learning Styles:* visual, auditory, kinaesthetic

Administration

- *Common Administration Procedures:* e.g. - report writing, presentations, recording data, filing, use of information technology

Element 3 – Planning and Evaluation

To achieve this element the candidates must be able to:

- U2.3.1 Explain the planning process
- U2.3.2 Identify information required to plan a session
- U2.3.3 Explain the different needs of a range of participants
- U2.3.4 Identify appropriate methods to collect review and analyse participants' needs
- U2.3.5 Identify guidelines for dealing with confidential information
- U2.3.6 Identify alternative activities as appropriate to meet changing needs of participants and the teaching/coaching environment
- U2.3.7 Explain the purpose and value of evaluation
- U2.3.8 Identify evaluation methods that can be used to monitor development and learning for participants, self and others
- U2.3.9 Identify the opportunities for evaluation of self and others

Syllabus:

Planning

- *The Planning Process:* e.g. schemes of work, planning for a week/term/year, session plans
- *Information Required to Plan:* e.g. session outcomes, participants, resources, content boundaries, health and safety, timings, duration, technical content, linked activities
- *Range of Participants:* e.g. beginners, expert, children, elderly, needs
- *Needs of Participants:* e.g. appropriate activities, intensity, environment, additional support
- *Methods to Collect Information:* questioning, written forms, discussion, information from others, feedback
- *Dealing with Information:* data protection, disclosure of information
- *Planning for Self and Others:* flexibility; adaptation; improvisation; range of participants; different individual's needs

Evaluation

- *Purpose and Value of Evaluation:* e.g. feedback on performance (participant and teacher/coach), future development, future planning
- *Methods of Evaluation:* e.g. discussion with participants, peer review, self reflection, technologies (video)
- *Opportunities for Evaluation:* e.g. previous session, agreed observations, feedback opportunities, self review, participants performance

Element 4 – Teacher's/Coach's Tool Box

To achieve this element the candidate must be able to:

- U2.4.1 Identify the stages of Long Term Athlete Development (LTAD)
- U2.4.2 Describe the impact that LTAD has on the teaching/coaching process
- U2.4.3 Explain the need to refer participant(s) who cannot be supported within the current teaching/coaching environment
- U2.4.4 Identify and explain the stages within the teaching/coaching cycle
- U2.4.5 Identify preferred teaching/coaching philosophy and teaching/coaching style for self

Syllabus:

Effective Teaching/Coaching

- *The Teaching/Coaching Cycle:* prepare, plan, deliver, monitor, evaluate
- *Teaching/Coaching Styles:* autocratic e.g.- telling and selling, democratic e.g.- sharing and allowing, laissez-faire, understanding personal teaching/coaching philosophy

Long Term Athlete Development

- *LTAD:* FUNdamentals, skill development, training to train; competitive development, performance
Impact of LTAD on the teaching/coaching process: teaching/coaching process, participant referral

Unit 3 – Sport Science – (Core to all Level 2 qualification)

Overview of Unit 3

This unit is mandatory.

This is a core unit and links across all UKCC strands (Aquatic Teaching, Diving, Swimming Coaching, Synchronised Swimming and Water Polo). This unit develops the (Level 2) Teachers/Coaches knowledge relating to exercise physiology, coaching psychology and training principles.

Assessment

All elements within Unit 3 will be assessed through ongoing coursework tasks i.e., via practical observation, oral questioning and/or written evidence produced as part of the learning programme.

Element 1 - Exercise Physiology and Principles of Training

To achieve this element the candidate must be able to:

- U3.1.1 Identify the major components that make up the nervous system and describe the functions of each component relating to movement
- U3.1.2 Identify the major muscle groups and describe the structure, properties and function of skeletal muscle
- U3.1.3 Identify the major bones of the skeletal system (skeleton) and describe the development, properties and function of the skeletal system
- U3.1.4 Identify the components of the respiratory system and describe its function
- U3.1.5 Identify the components of the cardiovascular system and describe its function
- U3.1.6 List and describe the principles of training
- U3.1.7 Identify the main energy systems and their functional characteristics
- U3.1.8 List the essential components of nutrition for the human body
- U3.1.9 Identify the guidelines and methods for hydration and symptoms for dehydration of the human body

Syllabus:

- *Nervous System:* brain, spinal cord, nerves, nerve impulses, fatigue
- *Muscular System:* major muscle groups, origins and insertions muscle pairings, muscular contraction, responses and adaptations to exercise (*muscle fibre types size*)
- *Skeletal System:* major bones, types of bones, bone structure, joints (*joint types, synovial membrane/fluids, articular cartilage*) response and adaptations to exercise
- *Respiratory System:* anatomy e.g.- lungs, nose, mouth, mechanisms of breathing, structure and function, response and adaptations to exercise the transfer of oxygen and carbon dioxide [*gaseous exchange*],
- *Cardiovascular System:* anatomy e.g. – heart and blood vessels, structure and function, transport of oxygen to and carbon dioxide from muscles; response and adaptations to exercise, resting and maximum heart rate
- *Energy Systems:* anaerobic (alactic system), anaerobic (lactic acid system), aerobic (lactic acid, lactate threshold, speed, endurance)
- *Types of Training:* strength, speed, power, endurance, flexibility
- *Principles of Training:* specificity, stress, overload, adaptation, progression, reversibility
- *Nutrition:* carbohydrates, fats, proteins, vitamins and minerals, energy supply for the provision of exercise, food pyramid
- *Hydration:* methods, guidelines, symptoms and effects of de-hydration, testing

Element 2 – Teaching/Coaching Psychology and Skill Acquisition

To achieve this element the candidate must be able to:

- U3.2.1 Identify and explain the two types of motivation
- U3.2.2 Identify individual personality traits and type
- U3.2.3 Describe own personality type
- U3.2.4 Describe other personality type
- U3.2.5 Identify strategies to develop rapport building with an athlete
- U3.2.6 Identify strategies to develop team building
- U3.2.7 Identify areas for self-regulation
- U3.2.8 Identify and explain the stages of learning
- U3.2.9 Identify types of skill
- U3.2.10 Identify appropriate methods for teaching/coaching skills

Syllabus:

Teaching/Coaching Psychology

- *Establishing Personal Motives:* motivation of participants; intrinsic e.g. – have fun, make friends, improve health and fitness, achieve success, learn new techniques and skills; extrinsic e.g. – money, trophies, celebrity
- *Personality:* traits and types e.g. – type A, type B, extrovert, introvert; performing under pressure
- *Strategies to Promote Teamwork:* rapport building, self regulation

Skill Acquisition

- *Stages of Learning:* cognitive, associative, autonomous, feedback loop mechanism
- *Types of Skill:* gross motor skills, fine motor skills, open skills, closed skill
- *Methods to Teach/Coach Skill:* e.g. - observation, demonstration, instruction, analysis of skill, using mental imagery, using technologies, practicing the skill (whole part whole, shaping and chaining, performing)

Unit 4 – Techniques

Overview of Unit 4

This is a mandatory unit.

This unit is sport specific and outlines the mechanics of competitive Water Polo and appropriate methods to assess and improve each player's performance.

Assessment

This unit will be assessed through written examination of 60 minutes duration consisting of watching film clips supplied by the ASA Awarding Body and recording results to specific questions.

Element 1 - Technical Mechanics

To achieve this element the candidate must be able to:

- U4.1.1 Identify and explain the technical mechanics and make-up of Water Polo strokes and movement skills
- U4.1.2 Identify and explain the technical mechanics and make-up of Water Polo core, technical and ball skills
- U4.1.3 Identify and explain appropriate methods to implement changes and adjustments of technical mechanics in order to improve performance
- U4.1.4 Prioritise corrections in order to improve performance

Syllabus:

- *Water Polo Strokes and Movement Skills:* front crawl head up, front crawl head up with a ball, front crawl with a turn, backstroke, spider, eggbeater, horizontal sculling (forwards/back/side to side)
- *Core Skills:* turn front to back, turn back to front, jumping, ball skills, passing, catching, goalkeeping, shooting
- *Technical Mechanics:* leg action, body positions, arm actions, head positioning, breathing, coordination, variations
- *Appropriate Methods for Changes and Adjustments:* Drills for: leg action, body positions, arm actions, head positioning, breathing, coordination, stroke, ball skills

Element 2 – Basic Rules and Principles of Game Play

To achieve this element the candidate must be able to:

- U4.1.5 Identify and explain knowledge of basic Water Polo game play principles
- U4.1.6 Identify and explain knowledge of basic Water Polo rules
- U4.1.7 Identify basic player positioning and formation in the game of Water Polo

Syllabus:

- *Basic Positional Play:* set attack (basic 'D' formation, centre forward, wings, rotational attack); set defence (basic press defence, role of the goalkeeper, centre back); counter attack, counter defence, extra-man attack, extra-man defence
- *Principles of Game Play:* e.g. - finding and moving into space, denying space to the attackers, moving the ball, keeping possession, marking, using width of the pool, communicating with team-mates
- *Basic Water Polo Rules:* ordinary and major fouls, substitutions, possession time, goalkeeper specific rules, responsibilities of match officials, time-outs, rules relating to the coach and team positions on poolside, methods of controlling and managing a coached Water Polo Game

Unit 5 – Training Preparation

Overview of Unit 5

This is a mandatory unit.

This unit is sport specific and outlines the construction of Water Polo sessions, and the physiological reasoning behind them.

Assessment

This unit will be assessed through ongoing coursework tasks i.e., via practical observation, oral questioning and/or written evidence produced as part of the learning programme.

Element 1

To achieve this element the candidate must be able to:

- U5.1.1 Identify training intensity classifications used for Water Polo related swimming skills, fitness and session construction
- U5.1.2 Explain the basic physiological responses to each classification
- U5.1.3 Explain the underlying physiological principles of British Water Polo tests and test sets
- U5.1.4 Demonstrate an understanding of appropriate use of training intensity classification by constructing a microcycle of Water Polo training sessions

Syllabus:

- *Understanding Training Intensity Classifications:* Aerobic - low intensity, aerobic - development/maintenance/overload, lactic acid system, anaerobic threshold, sprinting/speed development, heart rates in relation to Training Intensity Classification, Rating of Perceived Exertion (RPE)
- *British Water Polo Player Testing:* e.g., T20 and T400m test, heart rates, examples of results/data
- *Water Polo Microcycle Planning:* Importance of warm ups, flexibility (latex band work), cool downs, lactate removal/recovery, maximising pool time and specific (extra) training with swimming clubs, set construction, session construction, work: rest ratios

Unit 6 – Practical Skills

Overview of Unit 6

This is a mandatory unit.

This unit is sport specific and enables Water Polo coaches to demonstrate a variety of specific competencies already assessed in Units 1 - 5, in a real (vocational) practical Water Polo coaching environment.

Demonstrate the ability to plan, deliver and evaluate a series of six consecutive Water Polo sessions to improve each participant's performance.

Assessment

This unit will be assessed through the provision of an evidence-based portfolio. Responsibility for the assessment of Unit 6 lies with the tutor of Unit 5 in conjunction with evidence provided by an expert witness (vocational assessor) assessing competence in the appropriate environment. Completion of Unit 6 must be within 12 months of successfully passing Units 1 – 5.

Element 1

To achieve this element the candidate must be able to:

- U6.1.1 Demonstrate planning, delivery and evaluation of a six-session cycle of work
- U6.1.2 Implement strategies to identify and assess common risks associated with Water Polo training and competition
- U6.1.3 Implement strategies to minimise the risk of injuries or illness occurring to players during training and competition
- U6.1.4 Promote player recovery through improved techniques in their adaptation to training
- U6.1.5 Effectively plan, deliver and evaluate training sessions catering for individual differences in players while developing match competence
- U6.1.6 Effectively plan, deliver and evaluate training sessions that acknowledge the physiological needs and capacities of players including the energy systems used
- U6.1.7 Implement and review a specifically designed 6 session training programme that facilitates the development of a player, in line with their stage of Long Term Athlete Development and considers the principles of training
- U6.1.8 Identify and implement the use of technology and equipment appropriate for players, in a training/competition environment.
- U6.1.9 Analyse the performance of players during competition and plan relevant improvement strategies
- U6.1.10 Implement sound communication strategies with players, parents, club officials, and colleagues. Techniques used are to include, but not be limited to:
Questioning, active listening, observation skills, voice projection, demonstrations, strategies to build rapport, the provision of feedback, receiving feedback, conflict avoidance, conflict resolution, effective movement around the pool, written correspondence (e.g. whiteboard, information sheets, flyers, memorandums, training schedules, coaching reports/presentations etc), the use of strategies which suit the learning styles of the player
- U6.1.11 Demonstrate effective control and management of a coached Water Polo training game
- U6.1.12 Implement and monitor a suitable fluid replacement programme with players in a training/competition environment
- U6.1.13 Use psychological processes to implement individual and team goal-setting strategies
- U6.1.14 Implement processes to develop team cohesion and spirit in a training/competition environment

- U6.1.15 Use psychological processes to assist players to identify, attain and maintain their ideal psychological performance state
- U6.1.16 Maintain/modify administration records for the club/squad (e.g. name, address, medical history, training records, performance statistics, attendance, payment records, etc)
- U6.1.17 Produce, implement and review a Personal Action Plan based on reflection, analysis and recording of feedback given by participants and others
- U6.1.18 Introduce and develop basic positional play: set attack and defence, counter attack and defence, extra-man attack and defence

Syllabus:

- Practical application of Units 1 - 5