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ACTIVE AFTER-SCHOOL COMMUNITIES
Community Coach
Training Program



Active After-school
Communities

Helping kids and communities get active



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Modules

- 1 Active After-school Communities program overview
- 2 Communication and behaviour management
- 3 Safe environments
- 4 Nutrition and wellbeing
- 5 Planning, preparing, delivering and reviewing Playing for Life activity sessions





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ACTIVE AFTER-SCHOOL COMMUNITIES Community Coach Training Program



Module 1
Active After-school Communities
program overview

**Active After-school
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Module 1

Active After-school Communities program overview

- 1.1 Benefits of structured physical activity for children
- 1.2 What is the Active After-school Communities program?
- 1.3 What is the Active After-school Communities Community Coach Training Program?
- 1.4 Key roles and responsibilities of the Active After-school Communities community coach
- 1.5 Roles and responsibilities of the school/out of school hours care service
- 1.6 What do children enjoy about structured physical activity?
- 1.7 What is Playing for Life and how does it fit into the Active After-school Communities program?
- 1.8 How to tell if children are enjoying the program





Learning outcomes

On completing Module 1, participants will be able to:

- outline the objectives and structure of the AASC program
- describe the role and responsibilities of the AASC community coach
- demonstrate a comprehensive understanding of the Playing for Life philosophical approach to program delivery
- identify the key elements that engage and motivate primary school-aged children to participate in physical activity and barriers to participation
- identify relevant measures of children's satisfaction.





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Assessment task

There is no assessment for this module.





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Benefits of physical activity

For children:

- Having fun playing games with friends
- Trying something different and exciting
- Learning new things





Benefits of physical activity

For families:

- Keeps kids active and safe after school at no cost
- Provides more after-school options
- Active bodies, active minds — improvement in academic studies
- Develops essential motor skills
- Improves social development and integration including leadership, tolerance, teamwork, self-expression, discipline and respect (decreases anti-social behaviour)
- Increases fitness levels, and general health and wellbeing
- Assists the maintenance of optimal weight
- Improves body image and self-esteem
- Something that the whole family can enjoy together





Benefits of physical activity

For communities:

- Brings individuals together
- Helps develop a greater sense of community
- Provides leadership and teamwork opportunities
- Grows local clubs, which in turn grows local communities
- Helps keep communities alive
- Decreases long-term medical costs
- Builds social capital and social conscience
- Bridges cultural and ethnic divides in communities
- Supports disadvantaged communities
- Governments work together for the mutual benefit of Australians and their communities





Active After-school Communities

Aims and objectives

- To enhance physical activity levels
- To provide increased opportunities for inclusive participation in quality, safe and fun structured physical activities
- To grow community capacity and stimulate local community involvement in sport and physical activity





Active After-school Communities

Emphasis

- Development of mobility and motor skills
- Playing for Life approach
- School/out of school hours care service focused and directed
- Community networks and partnerships/sustainable programs and pathways/lifelong participation





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Community Coach Training Program modules

- 1 Role of the Active After-school Communities community coach
- 2 Communication and behaviour management
- 3 Safe environments
- 4 Nutrition and wellbeing
- 5 Planning, preparing, delivering and reviewing Playing for Life activity sessions





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Who wants to be a millionaire?



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12

What makes
physical activity
fun for kids?

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12





What makes physical activity fun for kids?

- Have fun
- Make friends
- Learn new skills and increase confidence
- Be challenged
- Be actively involved and successful



Question 1

**How can you
tell if kids are
enjoying activity?**

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12





How can you tell if kids are enjoying activity?

- Ask the children:
 - ‘What did you like about today?’
 - ‘What would you like to do again?’
 - ‘What didn’t you like?’
- Are they happy to see you?
- Do the children keep coming back?
- Are the children excited about coming to your sessions?
- Do they want to keep playing even when it is time to stop?



Question 1

Question 2

What causes kids to drop out of physical activity programs?

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12





What causes kids to drop out of physical activity programs?

- Bored
- Negative experience
- Not fun/too serious
- Logistically/financially unable to continue



Question 1

**List some benefits
of physical activity
for kids from a parent's
perspective**

Question 2

Question 3

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12





List some benefits of physical activity for kids from a parent's perspective

- Can keep kids active and safe after school at no cost
- Can provide more after-school options
- Active bodies, active minds — can result in improvement in academic success
- Can assist in development of essential motor skills
- Can influence social development and integration including leadership, tolerance, teamwork, self-expression, discipline and respect
- Can influence fitness levels and general health and wellbeing
- Can assist child to maintain optimal weight
- Can improve body image and self-esteem



Question 1

Question 2

Question 3

Question 4

The AASC program
aims to decrease
childhood obesity
True / False and why

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12





The AASC program aims to
decrease childhood obesity — False

- **Enhance** physical activity levels
- Provide increased opportunities for inclusive participation in quality, safe and fun structured physical activities
- Grow community capacity and stimulate local community involvement in sport and physical activity



Question 1

Question 2

Question 3

Question 4

Question 5

What are some of the responsibilities of a community coach?

Question 7

Question 8

Question 9

Question 10

Question 11

Question 12





Responsibilities of community coach include:

- Plan, conduct and review training
- Both seek and provide feedback about ideas in the program
- Continuously look for ways to improve performance
- Ensure activities are attractive to traditionally inactive children
- Provide a safe environment
- Help kids have **fun**



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

**Explain the
Playing for Life
approach**

Question 8

Question 9

Question 10

Question 11

Question 12





Explain the Playing for Life approach

Playing for Life is based on the Game Sense approach to training.

Characteristics include:

- learning through doing
- maximum involvement
- emphasising fun
- inclusive activities.



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Playing For Life can
only be delivered
by people experienced
in sports coaching

Question 9

Question 10

Question 11

Question 12



Playing for Life can only be delivered by experienced in sports coaching people — False

Playing for life suits deliverers who come from a variety of backgrounds including:

- child care
- sports
- teaching.
- Any other background that has an interest in helping kids have fun and be active at the grassroots level.



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

How is Playing for Life
different from a
traditional approach
to coaching?

Question 10

Question 11

Question 12





How is Playing for Life different from a traditional approach to coaching?

Target group (traditionally inactive children)

Outcome (fun structured activity versus competition preparation)

Method (learning through doing rather than repetitive skill drills of micro components of the game)

Communication skills (emphasis on ways to enthuse kids who may not be sporty)

Structure (fixed rules coach directed versus developing/evolving rules and participant involvement in decision-making)



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

**How do you
become an ASC
registered coach?**

Question 11

Question 12



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How do you become an ASC registered coach?

- Attend training
- Register as a deliverer
- Practical assessment



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Why have a 'game centred'
rather than a 'technique
Centred' approach?

Question 12





Why have a 'game centred' rather than a 'technique centred' approach?

- Promotes maximum participation
- Promotes long-term learning
- Caters for all ability levels
- Assists the beginner coach
- Encourages the child's understanding of the need for rules



Question 1

Question 2

Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

Question 9

Question 10

Question 11

How can
community coaches
help to engage
inactive kids?





How can community coaches help to engage inactive kids?

- Innovative ways to engage kids
- Communication skills
- Seeking feedback
- Continuous improvement





Key roles and responsibilities

Active After-school Communities community coach

- Plan, prepare and deliver sessions
- Observe and review
- Adapt and modify
- Communicate
- Facilitate learning/improve performance
- See also Code of Ethics





Why do children participate?

- To have fun
- To make friends
- To learn new skills and increase confidence
- To be challenged
- To be actively involved and successful

What are the barriers to participation?





Playing for Life: what and why?

What?

‘Game centred’ rather than ‘technique centred’

Why?

- Promotes maximum participation
- Promotes long-term learning
- Caters for all ability levels
- Assists the beginner coach
- Encourages the child’s understanding of the need for rules





Measures of satisfaction

Some examples:

- Ask the children, ‘What did you like about today?’, ‘What would you like to do again?’, ‘What didn’t you like?’
- How do the children react to you? Are they happy to see you?
- Do the children keep coming back?
- Are the children excited about coming to your sessions?
- Do they want to keep playing even when it is time to stop?
- Do the children ask, ‘Can we play?’





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Module 2
Communication and behaviour
management

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Module 2 Communication and behaviour management

- 2.1 Key stages of development and their implications for coaches
- 2.2 What do we mean by effective communication?
- 2.3 Communication skills for community coaches
- 2.4 Make it fun: communication techniques to suit diverse groups
- 2.5 Barriers to effective communication
- 2.6 Inclusive communication
- 2.7 Managing group and individual child behaviour
- 2.8 Effective group organisation: key components
- 2.9 Building relationships with Active After-school Communities program stakeholders
- 2.10 Dealing with conflict: the Active After-school Communities grievance process





Learning outcomes

On completing Module 2, participants will be able to:

- demonstrate an understanding of the key stages of development of primary school-aged children and their application to structured physical activity
- demonstrate effective communication strategies for working with primary school-aged children
- develop supportive relationships with primary school-aged children
- manage individual behaviour of primary school-aged children
- demonstrate effective group organisation
- outline strategies to provide effective communication to other stakeholders — parents, supervisors or teachers
- effectively deal with conflict using the AASC grievance process.





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Assessment task

2.1 Participation in role plays involving communicating with, and managing the behaviour of, small groups





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What is effective communication?

Effective communication has many elements, but essentially it is the process of accurately delivering and receiving messages (verbal, non-verbal or written).





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Barriers to effective communication

- 1 Environment
- 2 Physical
- 3 Intellectual
- 4 Background
- 5 Other





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Module 3
Safe environments

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Module 3 Safe environments

- 3.1 Legal responsibilities of Active After-school Communities
community coaches and schools/out of school hours
care services
- 3.2 Insurance requirements of Active After-school Communities
community coaches
- 3.3 Child protection: what you should know
- 3.4 Teaching children how to be a 'good sport'
- 3.5 Minimising risk: safety and injury-prevention practices
- 3.6 Basic injury-management practices
- 3.7 Emergency procedures
- 3.8 Reporting procedures
- 3.9 Checklist for program deliverers





Learning outcomes

On completing Module 3, participants will be able to:

- outline the legal responsibilities of an AASC community coach
- identify and implement procedures for minimising risks associated with delivery of the program.





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Assessment tasks

- 3.1 Completion of Assessment Task 3.1 (work sheet)
- 3.2 Practical: demonstration of risk assessment and management strategies (incorporated in Module 5 practical assessment)





What is duty of care?

Every coach and school/OSHCS involved in the AASC program has a legal duty of care to ensure that anyone who takes part in the school/OSHCS's programs or activities is protected from all reasonably foreseeable risks of harm.

- Common law responsibility
- Covers both actions and inaction





Duty of care requirements of the school/ out of school hours care service

- Organisations (schools/OSHCs) as well as individuals have a duty of care.
- Schools/OSHCs have a duty of care to the children participating in their AASC program.
- All AASC schools/OSHC programs must have a nominated supervisor (responsibilities of the supervisor).
- Check your legal obligations (for example, who is responsible for negligent acts?). These may vary among different schools/OSHCs.





Breach of duty of care

If a coach owes a duty of care and fails to comply with the standard of care in a specific circumstance, they may be found to have been negligent if the:

- coach owed the child (or other person) a duty of care
- coach was in breach of that duty of care
- coach's breach of the duty of care was the cause of the child's (or other person's) injury or loss
- injury or damage suffered by the child (or other person) was not too remote (that is, the coach was directly responsible).





What is child abuse?

- It includes physical, emotional and sexual abuse, and neglect.
- Evidence shows that what happens to a child who has been abused depends to a large degree on the quality and timing of help given to the child and their family.
- Abuse affects everyone — children, parents and the community. It has no economic or occupational boundaries.
- We need to be aware of child-protection issues to ensure that children feel safe and that adults are confident they are interacting with children in an appropriate manner.





What is child protection?

- Child protection includes policies and practices put in place to keep children safe from harm.
- There is legislation in place in states and territories that impose obligations on people dealing with children. This includes a requirement in most states and territories for people working with children to undergo a police check to determine their suitability for working with children.
- In most states and territories individuals working with children, including teachers and coaches, are required by law to report any suspicions of child abuse or maltreatment, including neglect.
- AASC community coaches should be aware of what is acceptable and unacceptable behaviour (AASC code of ethics).
- AASC community coaches should also be aware of the signs of abuse or neglect and know the reporting procedures if they suspect abuse or neglect.
- The reporting requirements and procedures vary among different states and territories — know yours.





Good teaching practices

- Use positive reinforcement and acceptable language when talking about or to a child.
- Develop a calm and non-confrontational behaviour-management style.
- Contact students in a way that makes them feel comfortable, for example, shaking hands, a congratulatory pat on the back. If you must physically contact students, explain the activity and what you will do.
- Avoid situations where an adult may be alone with a child, for example, dressing rooms or first aid rooms.





Good teaching practices (continued)

- If transporting children is necessary, ensure that there is more than one child (and where possible, more than one adult) in the vehicle.
- Manage allegations (disclosures) of child abuse through established processes and reporting lines to ensure that there is due process and natural justice.
- Report and document all incidents involving physical restraint of students or violence involving students.
- Diarise all incidents that you consider to be unusual or 'out of the ordinary'.





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Module 4
Nutrition and wellbeing

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Module 4 Nutrition and wellbeing

- 4.1 Healthy body, healthy mind: the importance of a healthy lifestyle for primary school-aged children
- 4.2 Healthy eating — basic guidelines
- 4.3 What should children be drinking during exercise?
- 4.4 Communicating the healthy eating message
- 4.5 Opportunities for structured physical activity and sport within the local community





Learning outcomes

On completing Module 4, participants will be able to:

- identify the components of a well-balanced diet for structured physical activity for primary school-aged children
- identify the benefits of regular physical activity in the development of primary school-aged children.





Assessment task

- 4.1 Practical: discuss the healthy nutrition and fluid intake information contained in Module 4 of the Coach's *Workbook* and practical ways of applying it in a small group of participants





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‘If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have the safest way to health’ (Hippocrates 400 BC).





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Building a Healthy, Active Australia

- Active After-school Communities
- Active School Curriculum
- Healthy School Communities
- Healthy Eating and Regular Physical Activity





What are the key messages to convey regarding:

- healthy eating
- drinking?

Are there any religious or cultural considerations?





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Module 5
Planning, preparing, delivering
and reviewing Playing for Life
activity sessions

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Module 5 Planning, preparing, delivering and reviewing Playing for Life activity sessions

- 5.1 The Playing for Life approach: a quick refresher
- 5.2 Benefits and barriers of the Playing for Life approach and strategies for overcoming the barriers (Assessment Task 5.1)
- 5.3 A successful session: what does it take?
- 5.4 Practical assessment (Assessment Task 5.2)
- 5.5 Adapting sessions to meet children's requirements (Assessment Task 5.3)





Learning outcomes

On completing Module 5, participants will be able to:

- discuss the benefits and barriers related to the Playing for Life approach and consider strategies for overcoming the barriers
- identify the importance of planning
- organise (plan, prepare and deliver) Playing for Life activities that optimise the involvement of all children
- review and adapt the organisation of activities and coaching methods to meet the requirements of all children and maintain children's interest over a term.





Assessment tasks

- 5.1 Participate in a group discussion about the Playing for Life approach — benefits, barriers and strategies for overcoming the barriers and complete the Assessment Task 5.1 work sheet
- 5.2 Practical (small group activity) — plan, prepare for, deliver and review a Playing for Life activity session. Adapt as necessary to optimise involvement and meet the requirements of all participants. Implement or outline contingency plans that may be used to accommodate unplanned influences (Assessment Task 5.2).
- 5.3 Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term using the Assessment Task 5.3 work sheet.





A successful session: four key steps

There are four steps to delivering a successful

Playing for Life session:

- 1 plan the session
- 2 prepare for the session
- 3 deliver the session
- 4 review the session.





Why plan? The importance of planning

Effective planning helps ensure that a coach:

- has all of the required resources available when they need them
- provides a safe environment
- maximises participation and makes effective use of the time available
- provides challenging activities that allow for progressive skill development of all children
- includes all children
- maximises fun and enjoyment.





Elements of a Playing for Life session

Warm-up — cooperative play

Small game

Challenge/questions

Further develop game

Repeat process three to four times

Small game

Cool-down

Evaluation





Factors to consider when planning a session

- Elements of a session
- Elements of a game (objective, rules, playing area, opposition)
- Categories of games (target, net and court, striking and fielding, invasion, other)
- Progression of activities
- Preparation of communication strategies — instructions and questions
- Inclusiveness (CHANGE IT)
- Unplanned influences
- Safety considerations
- Maximum participation and time on task
- Resource requirements





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Changing the environment

Coaching style

How you score/win

Area

Numbers

Game rules

Equipment

Inclusion (or Intensity)

Time

