



Australian Government
Australian Sports Commission

PRESENTER'S MANUAL

Appendixes

Active After-school Communities

Helping kids and communities get active

Appendix 1.1

Active After-school Communities

Community Coach's Code of Ethics

1 Respect the rights, dignity and worth of every human being	Within the context of the activity, treat everyone equally regardless of sex, ability, ethnic origin or religion
2 Ensure the child's time spent with you is a positive experience	All children are deserving of equal attention and opportunities
3 Treat each child as an individual	Respect the talent, developmental stage and goals of each child Help each child reach their full potential
4 Be fair, considerate and honest with children	
5 Be professional and accept responsibility for your actions	Display high standards in your language, manner, punctuality, preparation and presentation Display control, respect, dignity and professionalism to all involved with the AASC program — this includes children, other coaches, supervisors, administrators and parents Encourage the children under your care to demonstrate the same qualities
6 Make a commitment to providing a quality service to the children under your care	Maintain or improve your current coaching accreditation/ skills/knowledge Seek continual improvement through performance appraisal and ongoing coach education Provide a structured physical activity program that is planned and sequential Maintain appropriate records
7 Operate within the rules and spirit of your sport	The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rule book, constitution, by-laws, relevant policies, for example, anti-doping policy, selection procedures, etc. Coaches should educate their athletes on drugs-in-sport issues in consultation with the Australian Sports Anti-doping Authority
8 Any physical contact with children should be:	
<ul style="list-style-type: none"> • appropriate to the situation • necessary for the child's skill development* 	
9 Refrain from any form of personal abuse towards the children under your care*	This includes verbal, physical and emotional abuse Be alert to any forms of abuse directed towards the children under your care from other sources while they are in your care
10 Refrain from any form of harassment towards the children under your care*	This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability
11 Provide a safe environment for structured physical activity	Ensure equipment and facilities meet safety standards Ensure equipment, facilities, rules, activities and the environment are appropriate for the age and ability of the children

12 Show concern and caution towards sick and injured children	<p>Provide modified structured physical activities where appropriate</p> <p>Allow further participation in structured physical activities only when appropriate</p> <p>Encourage children/parents/guardians to seek medical advice when required</p> <p>Maintain the same interest and support towards sick and injured children</p>
13 Be a positive role model for the AASC program and children	
14 Adhere to the Australian Sports Commission's Anti-doping Policy**	<p>Be knowledgeable of, and comply with, all applicable anti-doping policies and rules</p> <p>Use your influence to foster positive anti-doping attitudes</p> <p>Support the initiatives of the Australian Sports Commission and other applicable organisations to stop doping in sport</p> <p>Cooperate with the Australian Sports Commission and other applicable organisations in relation to the conduct of any investigation or hearing into an alleged Anti-doping Policy breach</p> <p>Understand the process for reporting, investigating and determining breaches as set out in the Australian Sports Commission Anti-doping Policy</p> <p>Give due and proper consideration as to whether you also have a responsibility to act under the Australian Sports Commission's Code of Conduct</p> <p>Act in a discreet and confidential manner in discharging your obligations</p>

* Please refer to the Harassment-free Sport guidelines available from the Australian Sports Commission for more information on harassment issues.

** Please refer to the Australian Sports Commission's Anti-doping Policy for more information on how the policy applies to you and your obligations. The policy can be downloaded from the Australian Sports Commission's web site at www.ausport.gov.au/publications/ascantidope04.asp.

Coaches should:

- be treated with respect and openness
- have access to self-improvement opportunities
- undertake a level of coaching appropriate to their level of competence.

Appendix 1.2

Recommended further reading

- Australian Sports Commission 2005, *Disability Education Program Presenter's Kit*, ASC, Canberra.
- Australian Sports Commission 2005, *Disability Education Program Activity Cards*, ASC, Canberra.
- Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra.
- Australian Sports Commission 2004, *Sports Ability Activity Cards*, ASC, Canberra.
- Australian Sports Commission 2002, *Harassment-free Sport: guidelines for sport and recreation organisations*, 2nd edn, ASC, Canberra.
- Australian Sports Commission 2001, *Managing the Risks of Coaching: protecting you and your athletes*, video recording and worksheets, ASC, Canberra.
- Australian Sports Commission 2001, *Give It a Go!: including people with disabilities in sport and physical activity*, ASC, Canberra.
- Australian Sports Commission 1999, *Game Sense Cards: 30 games to develop thinking players*, ASC, Canberra.
- Australian Sports Commission 1997, *Game Sense: developing thinking players*, video recording, ASC, Canberra.
- Australian Sports Commission 1996, *Video Self Analysis: a lens on coaching*, video recording and workbook, ASC, Canberra.
- Australian Sports Commission 1996, *Coaching Better: becoming a more effective coach*, ASC, Canberra.
- Australian Sports Commission 1994, *Game Sense: developing thinking players — a presenter's guide and workbook*, ASC, Canberra.
- Baker, D 1997, *Kids' Sport: a survival guide for grown-ups*, Millenium Books, Sydney.
- Building a Healthy, Active Australia: healthy school communities information pack*, 2004, Australian Government Department of Health and Ageing, Canberra.
- Coaching Foundation of Western Australia 1998, *Effective Coaching*, Training Publications of WA, Perth.
- Corbett, R and Findlay, HA 1993, *Managing Risks: a handbook for the recreation and sport professional*, Centre for Sport and Law, Edmonton, Alberta, Canada.
- Department of Health and Ageing 1999, *National Physical Activity Guidelines for Australians*, Australian Government Department of Health and Ageing, Canberra.
- Department of Health and Ageing 1998, *The Australian Guide to Healthy Eating: background information for consumers*, Australian Government Department of Health and Ageing, Canberra.
- Humphrey, JH 2003, *Child Development through Sports*, Haworth Press, New York.
- Lee, M (ed.) 1993, *Coaching Children in Sport*, E and FN Spon, London.
- Martens, R. 2004, *Successful Coaching*, 3rd edn, Human Kinetics, Champaign, Illinois.
- McCall, RM and Craft, DH 2000, *Moving with a Purpose: developing programs for preschoolers of all abilities*, Human Kinetics, Champaign, Illinois.
- Schembri, G, McCallum, J and Woodman, L (eds) 1992, *Coaching Children*, Australian Sports Commission, Canberra.
- Sports Medicine Australia 1997, *Safety Guidelines for Children in Sport and Recreation*, Sports Medicine Australia, Canberra.
- www.foodwatch.com.au

www.healthyactive.gov.au

www.kidshealthandfitness.com.au

www.playbytherules.net.au

www.sportsdietitians.com.au

Appendix 1.3

Playing for Life session planner







Australian Government

playing for life

Australian Sports Commission

SESSION PLANNER

DATE	ATTENDANCE		WEATHER    	EQUIPMENT Markers	GAME SENSE CATEGORIES (circle)					
					Balls	Bibs	Other	INV	SF	NC
VENUE	DURATION									

CHANGE IT: **COACHING** · **HOW TO SCORE** · **PLAYING AREA** · **NUMBER OF PLAYERS** · **GAME RULES** · **EQUIPMENT** · **INCLUSION** · **TIME**

START OUT <small>List: activities, CHANGE IT, Ask the players</small>	GET INTO IT	FINISH UP
Coaching tips · Questions · Challenges	Don't forgets · Notes	CLASS MANAGEMENT/ENERGISERS
Session evaluation (what worked/didn't, what did they like/didn't like. Modifications for next time)		
Incidents · Injuries Use the <i>Playing for Life</i> template		

Appendix 2.1

What you need to know about children

What you need to know about children (Option 1)

Children's social characteristics	Coaches should
Children: <ul style="list-style-type: none"> • are concerned with themselves • are learning social roles and skills • are learning how to cooperate and to compete • come from different cultural and social backgrounds • are learning how to cope with winning and losing 	
Children's level of understanding	Coaches should
Children: <ul style="list-style-type: none"> • are learning the best way to do things • are unable to process too much information • do not do things automatically 	
Children's physical characteristics	Coaches should
Children: <ul style="list-style-type: none"> • are very active • lack fine motor control • develop at different rates • have different levels of ability • are growing, their bodies are changing all the time • are less tolerant of heat and cold 	
Children's personality characteristics	Coaches should
Children: <ul style="list-style-type: none"> • are easily motivated • have a wide range of reasons for playing sport • are sensitive to criticism and failure • have a short attention span 	

What you need to know about children (Option 2)

General characteristics — 4 to 8-year olds	Coaches should
<p>4 to 8-year olds:</p> <ul style="list-style-type: none"> • are starting to become more socialised • learn by seeing, hearing, smelling, feeling, tasting and moving • express themselves through movement • thrive on vigorous activity, developing as they climb, run, jump, hop, skip or keep time to music • have a relatively short attention span, but are very curious about their environment 	
General characteristics — 9 to 10-year olds	Coaches should
<p>9 to 10-year olds:</p> <ul style="list-style-type: none"> • have a wider range of interests and a longer attention span • work more as a group • are developing skills in good leadership and teamwork as well as in body control, strength and endurance • have improving fine motor skills and coordination • are beginning to learn more through vicarious experiences • use communication skills and the number system to deal with situations both in and out of school 	
General characteristics — 10 to 12-year olds	Coaches should
<p>10 to 12-year olds:</p> <ul style="list-style-type: none"> • are sometimes self-conscious about appearance • differ widely in physical maturation and emotional stability • can grow rapidly and sometimes have poor posture and coordination and are restless • peer approval is often more important than adult approval • are ready for a higher level of intellectual skills that involve reasoning, noting cause-and-effect relationships, drawing conclusions, etc. 	

Appendix 2.2

Extension exercise: self or peer evaluation of communication strengths and weaknesses

Complete this work sheet honestly, identifying your communication strengths and weaknesses.

Skill	Strengths	Weaknesses
Verbal communication		
Non-verbal communication		
Active listening		
Practical demonstration		
Feedback to children (types of comments made to children concerning the task/s they are executing)		
Feedback from children (what type of feedback did the child give the coach pertaining to the execution of task/s?)		

Overall comments:

Set yourself some specific and realistic, yet challenging, goals that you would like to achieve in relation to your communication:

a Verbal

b Non-verbal

c Active listening

d Practical demonstrations

e Feedback to children

f Feedback from children

Appendix 2.3

Including children and young people

This fact sheet is from the NSW Commission for Children and Young People. A PDF version can be downloaded at <http://www.kids.nsw.gov.au/files/factsheet1.pdf>.

Participation is an important way of helping to build a sense of connection between people and the communities in which we live. It helps people gain access to the things they need to ensure a sense of wellbeing and a good quality of life. Participation means being involved in the processes where decisions are made that may have an impact on our lives.

The participation of children and young people

Children and young people already participate in society in varying ways. They live in families, go to school, play sport, belong to organisations, are employed, pay taxes and are consumers.

When children and young people develop strong, caring relationships with their communities, they are more likely to grow up safe and healthy, participate in education, culture and employment and not become involved in violence and crime.

Involving children and young people in decisions helps them understand how decisions are made and develops their judgement. What they learn from participation will be carried through to their adult lives where they continue to benefit the community.

Children and young people have ideas and opinions on what directly affects them. While their attitudes may differ from the people who have always made decisions on their behalf they want to feel that their family and communities value their contributions.

'Children have the right to express their views freely in all matters that affect them and that their views must be given due weight' (The United Nations Convention on the Rights of the Child [Article 12]).

What happens if people don't participate?

When people are excluded from family life, schools, neighbourhoods, work and so on, they can become isolated and cut off from the rest of the community.

This can make their lives difficult and make them more vulnerable to social and other problems.

Strong communities encourage and value the participation of all its members, including children and young people.

'Engaging with young people and getting our views is one very important way of helping to rebuild that sense of connection between us and the community in which we live. It is an opportunity to feel respected and be confident that our views were being taken seriously' (young person, World Forum Conference).

'I think it's really important that we do have a forum to have a say. It can be hard to make a difference, but we're all trying!' (young person, World Forum Conference).

'Young people come in different shapes and sizes' (primary school student).

Organisations and children and young people

There are many organisations whose work involves and impacts upon children and young people, like schools, churches, hospitals, welfare agencies, local councils, financial institutions, recreational and sporting bodies.

Working alongside children and young people will help the organisation become more relevant to the children and young people who are affected by its policies and services.

Involving children and young people helps them understand how organisations function and the important skills and experience children and young people acquire will continue into their adult lives.

What can organisations do?

Rather than trying to fit kids into an adult work environment, the challenge for organisations will be to change their culture and systems so that all contributions are valued.

This can mean changing the physical layout of your office space, or arranging meetings to fit in with school timetables. It can also mean providing background information to participants so they understand how decisions are made.

This amount of change will require planning, restructuring and budgeting for staff time, resources and all the other considerations in changing into a child friendly, inclusive and flexible organisation. It means changing the way you do business.

What can families do?

Although every family works in different ways and its members come from different backgrounds, the following tips may help you to encourage the participation of the children and young people in your family:

- keep your child informed about what is happening in the household
- take the time to talk with them
- give them choices about things that will affect them, eg what they would like to eat or where to go for holidays
- help them understand what the consequences may be for their choices and actions
- listen to their points of view

Participation: a case study

A Sydney school has established regular meetings about the running of the school.

Students and teachers chair the meeting and parents can propose motions. Children and teachers share the decision making.

The school prides itself on having a fresh approach to democracy.

The school's guiding principles are founded on self-determination, creativity, cooperation and student participation in the affairs of the school.

For more information

The NSW Premier's Department Register of Boards and Committees lists hundreds of organisations dealing with almost every issue the government manages including:

- training and education
- the environment
- transport
- recreation and sport
- health
- the arts
- community services
- housing
- police and justice

Young people who want to be involved with one of these organisations can have their name considered by contacting (02) 9228 4199 or visiting the NSW Commission for Children and Young People web site: www.kids.nsw.gov.au

The Commission for Children and Young People was set up to promote the participation of children and young people in community life at all levels, especially when it involves making decisions that affect their lives.

Some ways in which the Commission brings children and young people together include:

- offering traineeships for young people
- creating a Young Peoples Reference Group to give children and young people a voice in decisions being made
- involving young people in selection panels to employ staff
- seeking young people's guidance about what they wanted on the Commission's web site
- providing an ongoing discussion forum on the web site for young people to put forward their views on issues that affect them

Appendix 3.1

Sample emergency procedures

General instructions

- Always notify the office if you are leaving the school grounds.
- If taking students out of the school, you must fill out a notification form in the office and leave a mobile phone number that you can be contacted on.
- All school personnel are to proceed to the basketball court in the school yard unless otherwise instructed.
- Assemble on the basketball court in class groups.
- The rear gate facing Bairnsdale will be used as an alternative assembly point.

Special instructions and allocation of specific tasks

Principal/teacher in charge	Oversees all procedures Conduct roll call Check Library, Art Room and Junior Yard
Admin Assistant	Sound alarm Turn off power Collect roll, visitors book and mobile phone Check all rooms in the administration area Contact DE&T emergency services: 9589 6266
Room 1	Check storeroom and toilet Proceed to assembly area
Room 2	Check staff office Proceed to assembly area
Room 3	Check storeroom between 3 & 4, staff office and toilet Proceed to assembly area
Room 4	Proceed to assembly area
Room 5	Check storeroom, staff office, toilet and laundry Proceed to assembly area
Room 6	Proceed to assembly area
Richard	Check MPR and toilets

Appendix 3.2

Sample reporting procedures

Grievance procedure

The Australian Sports Commission is committed to the success of the Active After-school Communities program. To ensure the quality of this program we encourage all involved to provide feedback and express concerns should they arise.

All staff in the AASC program pride themselves on their high level of customer satisfaction and as a result will respond efficiently and effectively to all your communications. Here are the steps to follow. Thank you for taking the time to make our program better.

HOW TO LODGE YOUR FEEDBACK OR COMPLAINT

- 1 Contact your school or OSHCS program.
- 2 Attempt to resolve the issue through discussion.

If my issue is not resolved, what is my next step?

- 3 Contact your regional coordinator. Ask your school/OSHCS supervisor for contact details including phone number.
- 4 Attempt to resolve the issue through discussion.

If my issue is not resolved, what is my next step?

- 5 Complete the Grievance form on the next page and forward it to the Senior Regional Coordinator.
- 6 Upon receipt of the Grievance form a senior staff member will contact you within 48 hours to discuss the issue.

Grievance form

Date	Time
AASC Regional Coordinator	
Name of person completing this form	

DETAILS OF THE GRIEVANCE

(To be completed by the person making the complaint. If a verbal report is provided by the person making the complaint, the regional coordinator will complete this section and lodge the report.)

Please attach an extra page if more space is required.

OFFICE USE ONLY

Resolution (to be completed by the regional coordinator)	Date resolved
Signed (regional coordinator)	Signed (senior/state coordinator)

ACTIVE AFTER-SCHOOL COMMUNITIES

Injury Report Form for Schools/OSHCSs

Responsibility lies with the coordinating school or OSHCS. Follow their procedures and requirements. This form is a sample that you may use for your own records. Use it for significant incidents where an injury was involved. File a copy of the completed form with your session plans and issue copies to appropriate AASC personnel.

School/OSHCS name and location

School/OSHCS number

BRIEF ACCOUNT OF INJURY

Details of incident

Accident date

Accident time

DESCRIPTION OF ACTIVITY BEING UNDERTAKEN WHEN INJURY OCCURRED (GENERAL AND DETAILED)**ACCIDENT DESCRIPTION**

1. Slip

2. Trip

3. Fall

4. Over-exertion

5. Mental stress

6. Collision

7. Crushing

8. Hit by moving object

9. Other (specify)

STAFF ON DUTY

Name

Number of staff on duty

INJURED PERSON

Name

Type

Student Staff Family Deliverer

Others, please specify:

ID (if applicable)

Date of birth

Age

Gender

Address

Telephone

INITIAL ASSISTANCE BY PERSON

Name

Type

Student Staff Family Deliverer

Others, please specify:

ID (if applicable)

SEVERITY OF INJURY

1. First aid (returned to class/work)

2. First aid (sent home)

3. Doctor or dental treatment

4. Hospital (outpatient) treatment

5. Hospital (inpatient) treatment

6. Fatal

NATURE OF INJURY

1. Fracture
 2. Dislocation
 3. Strains/sprains
 4. Lacerations/cuts
 5. Burns/scalds

6. Crushing/amputations
 7. Bruises/knocks
 8. Dental injuries
 9. Other (specify):

LOCATION OF INJURY

1. Head (skull, face, jaw)
 2. Eyes
 3. Neck
 4. Trunk (chest, abdomen, buttock, pelvis, spine)
 5. Arm (shoulder, elbow, forearm, wrist, hand, finger, thumb)

6. Leg (hip, thigh, knee, ankle, foot, toes)
 7. Internal
 8. Multiple locations
 9. Ear

WITNESS DETAILS

(Provide attachment if multiple witnesses)

Name		
Type	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Deliverer	
	<input type="checkbox"/> Others, please specify:	
ID (if applicable)		
Date of birth	Age	Gender
Address		
Telephone		
Witness statement		

PREVENTATIVE ACTION PROPOSED OR TAKEN

(For staff members or severe accidents)

<input type="checkbox"/> 1. No preventative action taken/intended	<input type="checkbox"/> 8. Review personal protective clothing/item
<input type="checkbox"/> 2. Referred to the organisation's safety/OHS or risk management committee	<input type="checkbox"/> 9. Review equipment/machinery modifications
<input type="checkbox"/> 3. Referred to the organisation's health and safety representative	<input type="checkbox"/> 10. Review equipment/machinery maintenance
<input type="checkbox"/> 4. Review of curriculum	<input type="checkbox"/> 11. Review/reinforce/reiterate student instructions
<input type="checkbox"/> 5. Review/reinforce/reiterate procedures	<input type="checkbox"/> 12. Review training provisions
<input type="checkbox"/> 6. Review systems	<input type="checkbox"/> 13. Other (please first contact the Liability Claims Management Unit — specify)
<input type="checkbox"/> 7. Review the environment	

OFFICE USE ONLY

Staff initial	Principal/supervisor initial
Signature of principal/head officer	Date

ACTIVE AFTER-SCHOOL COMMUNITIES

Incident record form

Responsibility lies with the coordinating school or OSHCS. Follow their procedures and requirements. This form is a sample that you may use for your own records. Use it for significant incidents where no injury was involved. File the completed form with your session plans and issue copies to appropriate AASC personnel.

Date	Time
AASC person/s involved in the incident	
Name of person completing this form	

INCIDENT

Description of incident (including persons involved, any property damage)

Other witnesses (include contact details)

REPORTING

Who	When
How (in person, email, phone, letter)	

FOLLOW UP ACTION

Other witnesses (include contact details)

NOTIFICATION (Tick appropriate boxes)

<input type="checkbox"/> Parents	<input type="checkbox"/> Club officials	<input type="checkbox"/> Other
Signed		

Appendix 3.3

Active After-school Communities checklist for program deliverers

The AASC program is a relatively new program for selected primary schools and out of school hours care services (OSHCS). While some policies and procedures will be the same regardless of the school or OSHCS where the program is delivered (for example, AASC registration requirements), others may vary among schools/OSHCSs. Given this, it is essential that you are aware of, and act on (if necessary), the following once you are registered with the AASC program and linked to a particular school/OSHCS. Prior to commencing your involvement with a school or OSHCS complete the checklist below.

SUPERVISOR/COORDINATOR NAME:

LOCATION:

REQUIREMENT	COMMENTS (circle appropriate answer where relevant)
1 Are days/dates/time requirements confirmed?	Yes / no / in progress
2 Sport-specific focus, multi-skill focus or both? (If sport specific, which sport?)	Sport-specific / multi-skill / both Sport/s:
3 Contractor (paid) or volunteer position?	Contractor (paid) / volunteer
4a What type/s and level of insurance coverage is required? b Who provides it (the school/OSHCS or the program deliverer)?	Public liability (\$... million) Professional indemnity (\$... million) To be provided by: School / OSHCS / program deliverer
5 What facilities will be available during the program?	
6a What equipment will be available during the program? b Does the school/OSHCS provide equipment? c Do I need to purchase more sport-specific/other physical activity equipment?	
7a Does the school/OSHCS have a poor weather contingency plan? b Does the school/OSHCS have any indoor facilities or activities that could be used (for example, CDs, DVDs, indoor games)?	
8a If I cannot make it to a session, who should I inform? b What happens next? c Will I need to make up the session during the week or at another time?	Inform: Phone number:
9a Can a local club/state sporting organisation give promotional items to my school/OSHCS so they can be distributed to the children? b Does the school/OSHCS have a policy regarding this?	a Yes / no / in progress b Yes / no / in progress
10 Does the school/OSHCS have a procedure for visitors? a Who and where do I report to? b What is the procedure if I bring in a visiting coach?	Yes / no / in progress
11 Is there an identification policy? a Do staff wear name tags? b Do I need to wear a name tag (or a particular uniform)?	11 Yes / no / in progress a Yes / no / in progress b Yes / no / in progress

<p>12a What are your sign-out or pick-up procedures?</p> <p>b Do parents have to sign their children out?</p> <p>c Do I need to let the coordinator know a child has been picked up?</p>	<p>b Yes / no / in progress</p> <p>c Yes / no / in progress</p>
<p>13a Are all children required to submit a completed pre-participation survey?</p> <p>b Are there any medical issues with any child within my group of which I need to be aware?</p> <p>c Are there any children with additional/special needs?</p> <p>d Are there any procedures I should be aware of for children with medical or additional/special needs?</p>	
<p>14a What are your behaviour-management strategies?</p> <p>b What is the procedure for misbehaving children?</p>	
<p>15a What is the procedure for children wanting to go to the toilet?</p> <p>b Do children go to the toilet in pairs or with a designated adult?</p>	
<p>16a Are any areas out of bounds?</p> <p>b What are the boundaries for this school/OSHCS?</p> <p>c What happens if a child goes outside the boundaries?</p>	
<p>17a What are your procedures if a child is injured or ill during a session?</p> <p>b What do I do if a child is injured or becomes ill during a session?</p> <p>c Who do I report to?</p>	
<p>18a What are your emergency procedures?</p> <p>b What do I do in case of an emergency?</p> <p>c Who do I report to?</p>	
<p>19a Are there any other regulations of which I need to be aware?</p> <p>b What does the school/OSHCS want me to know?</p>	

If there is anything else that you are unsure about, please contact your local AASC regional coordinator.

Appendix 4.1

Tips for parents: healthy Australian children

Obesity is now seen as an epidemic. It is common in all parts of Australia and across all ages, including children.

It is estimated that there are 1.5 million children under 18 years (between 20 to 25 per cent of children and youth) who are either overweight or obese. In Australia between 1985 and 1995, the levels of obesity in children tripled.

Children that are overweight or obese have an increased risk of developing high blood pressure and high cholesterol leading onto heart disease. Of great concern is the appearance of type 2 diabetes in our youth. Type 2 diabetes can lead to complications such as heart disease, stroke, limb amputation, kidney failure and blindness.

Once a child is obese it is likely to persist into adulthood. Overweight young people have a 50 per cent chance of being overweight adults.

This is why children should be active every day in as many ways as they can, through play, transport and recreation. Evidence shows that children want you to be active with them, to support and encourage them and to focus on fun!

Be a role model and be active with your children

- Build physical activity into family outings — take the dog for a walk or go for a bike ride together.
- Walk and talk — practice spelling, multiplication tables or other homework with your child while walking.
- Be prepared — have a box in the car and at home with balls, a frisbee, etc. and you will always be ready for action.

Support activity by encouraging fun active play and recreation and sport

- Give a present that encourages activity — a kite that you can make and fly together.
- Encourage and support walking and cycling to school.
- Work with the school to increase physical activity opportunities — lobby for playground facilities or coach a team!
- Work with local government to support walking, cycling and physical activity in your neighbourhood and community.
- It is important to keep hydrated while being active, so make sure your family drinks plenty of water — it's the best drink. Other drinks such as milk and fruit juice can also be a good source of fluids and some vitamins. Try making fruit smoothies or fruit ice blocks for great summer snacks.
- Remember that breakfast is important. We need breakfast for energy so a breakfast including cereal, toast, fruit and dairy is a great start to your child's day.
- If food is not stored safely, it is easy for germs such as bacteria and viruses to form. Warm environments are perfect conditions for bacteria to grow and multiply. Store raw and left-over cooked food in sealed containers in the fridge, and always wash your hands before preparing and serving food.

Restrict electronic media time to less than two hours each day

Television, video/DVD and computer games are popular recreational activities with children, but these activities usually involve sitting still. Encourage children to be more active during their leisure time.

Nutrition: what should the family be eating?

Studies show that people who are active and eat a wide variety of nutritious foods tend to be healthier, live longer and have less risk of developing a lifestyle illness. Eating a variety of foods each day will provide the range of nutrients that you and your family needs.

- For a balanced, healthy diet:
 - Eat the recommended amounts of each of the five food groups each day: vegetables, fruit, breads and cereals, meats (and their alternatives) and dairy.
 - Eat plenty of plant foods (vegetables, legumes, fruit, bread, cereal, rice and pasta), moderate amounts of animal foods (milk, yoghurt, cheese, meat, fish, poultry and eggs), and small amounts of the extra foods (including oils, butter and margarines) in appropriate portions for your family members.
 - Choose varieties of foods from within each of the five food groups from day to day, week to week and throughout different seasons.
 - Drink plenty of water.
- Encourage set times for meals and limit the number of snacks to three per day.
- Avoid eating in front of the television and do not use food as a reward or comfort.

Food for health: tips

- Did you know that the essential nutrients in vegetables and fruits vary according to their colour? Turn a healthy snack into a colourful treat by mixing fruit and vegetables from each group:
 - green beans, snow peas, capsicum, celery, lettuce, grapes and apples
 - red and yellow capsicum, corn, carrots, apples, bananas and apricots
 - purple grapes, plums and berries.
- The Australian Government has developed a web site that provides links to practical advice on how children, young people and families can be more physically active and choose healthy foods. You can access the Australian Dietary Guidelines, the Australian Guide to Healthy Eating, Australia's Physical Activity Recommendations for Children and Young People and the National Physical Activity Guidelines for Adults at www.healthyactive.gov.au.

If you are concerned about your child's health, make an appointment to talk with your local health care professional.

Source: Building a Healthy, Active Australia, Healthy School Communities pamphlet, Australian Department of Health and Ageing, Canberra, 2004.

Appendix 4.2

Taming fussy eaters: ten ways to keep your sanity

Parents, you are not alone! A 1994 survey of 622 Australian parents revealed that three out of four parents felt worried, guilty or frustrated that their children were not eating balanced meals.

Kids aged between three and nine were found to be the fussiest eaters. Guess what was rated the most unpopular? Yes, it was vegetables ... followed by fish, milk, meat and fruit. Here's how to entice fussy eaters to eat.

- 1 Set the example.** Eat well yourself (and enjoy it!).
- 2 Serve small.** Small meals with snacks in-between goes down better than three big meals a day.
- 3 Routine.** Keep mealtimes regular and familiar.
- 4 Do not bribe.** Bribes — 'Eat your broccoli if you want ice-cream' — tend to backfire over time. Children will swallow an unappetising food (or medicine) in order to get the reward, but that does not make them like it. Usually they end up disliking it intensely!
- 5 Full tummies.** Do not fill them up on fluid (juice, milk, cordial, even water) just before a meal.
- 6 Let them help.** Kids eat up if they can serve themselves or help make it.
- 7 Find a substitute.** If they hate vegetables, offer them fruit. If they will not drink milk, buy yoghurt or cheese. If they dislike chewing meat, try mince dishes, chicken, fish or baked beans.
- 8 Check it out.** Do not ignore problems that interfere with eating such as teething, sore throat, blocked nose or upset tummy.
- 9 Try again.** Keep offering new foods even if kids reject them at first. They need to see them at least five times before they look 'familiar'.
- 10 Why hurry them?** Fussy eaters are often slow eaters who dawdle over their plate.

© Catherine Saxelby 1998

Source: Foodwatch Fact Sheet for parents of young children, especially three to nine year olds (www.foodwatch.com.au)

Appendix 4.3

Hey 'cool kid', where's your drink bottle?

How often have you heard a coach or parent ask this question? Having my own kids rushing in and out to training and sporting events, a commonly asked question in our house at night is, 'Have you got your drink bottles organised for tomorrow?' Being prepared and organised about fluids is very important and I have often suggested to my husband, who coaches junior sport, that perhaps he shouldn't let kids play or train unless they have their drink bottle at the ready. Sounds tough I know, but keeping junior athletes hydrated is **that** important and I firmly believe they need to learn to look after their bodies from an early age.

Sports Medicine Australia guidelines for fluid replacement (water) for children and adolescents

Age (years)	Time (minutes)	Volume (mL)
~ 10 years	45 (before exercise)	150–200
	20 (during exercise)	75–100
	As soon as possible after exercise	Liberal until urination
~ 15 years old	45 (before exercise)	300–400
	20 (during exercise)	150–200
	As soon as possible after exercise	Liberal until urination

Fluid intake may need to be increased in hot environments — increase frequency of intake and opportunities to take in fluids.

Source: Sports Medicine Australia 1997

What are the warning signs of dehydration or heat stress?

Know the warning signs for dehydration to avert the development of heat stress. If a child shows any of the following signs it is important to allow them some time out to rest, cool down and consume fluids:

- dizziness and light-headedness
- muscle cramps
- nausea, vomiting and/or headache
- dry mouth and throat
- a feeling of extreme heat that continues after a 'cool down' period
- dark urine
- infrequent urination.

Hot tips to keep kids cool

- 1 Remind children and adults to take a drink bottle with them to work, school, training or sport. It may be necessary to have two bottles for long sessions — one with flavoured fluid and one with water.
- 2 If you are the coach take an extra supply of drink bottles and a large container of water for refilling bottles on carnival days. Encourage each kid to bring their own bottle as sharing is not hygienic.
- 3 Keep fluids cool in summer and not frozen in winter! Cool fluids are more palatable and refreshing and more likely to be drunk in adequate amounts.
- 4 Be prepared to rest players if they show signs of heat stress or dehydration. It may even be necessary to postpone or delay activity until the weather conditions improve on very hot days.
- 5 Plan activity time to avoid the hottest part of the day to optimise player safety.

- 6 Use time off from activity to 'top up' on fluids and cool down in very hot weather.
- 7 Actively remind kids to drink as they often become 'too busy' to think about drinking, and will wait until they are thirsty to take in fluid. This may be getting too late.
- 8 Be prepared to vary fluid intake depending on the environmental conditions.
- 9 Run some checks on fluid losses during activity by weighing the kids before and after training. Teach them how to estimate fluid needs on different days by calculating loss against intake. One litre of fluid roughly equates to one kilogram of weight loss.
- 10 Remind them to check the colour of their 'pee' to assess their level of hydration during the day and after activity.
- 11 Practice hydration at training — this will develop good habits and an increased awareness of their needs.
- 12 Aim to get kids drinking enough to satisfy their thirst plus another one to two mouthfuls in the re-hydration phase.

By Ruth Logan, Sports Dietitian, Clifford Chambers Sports Medicine, Toowoomba, Queensland
Source: *Coaching Australia*, Vol 6 No. 2, 2003

Appendix 4.4

Sports and energy drinks for children: sorting fact from fiction

Keeping young athletes hydrated during exercise is a very real concern for coaches and parents alike. Children are not able to regulate their body temperature as well as adults and are, therefore, at greater risk of overheating. If the event or training lasts longer than 20 minutes, drinks should be available to ensure dehydration is minimised.

But what drink should be provided, and when? With all the recent media attention concerning childhood obesity, sports drinks have come under some attack and one could be forgiven for being confused about their role with young athletes. This article considers some of the myths surrounding sports drinks and children, and outlines the different options available for hydrating young athletes.

Myth: Sports drinks cause weight gain because they are too high in sugar.

Fact: Most sports drinks have about half the amount of sugar and total kilojoules of a similar serving of fruit juice or regular soft drink. Research shows that if you consume a sports drink rather than water during exercise, you will actually ingest fewer kilojoules during the rest of the day. As with all foods and fluids, sports drinks only become problematic when used inappropriately. Sports drinks are best consumed just before and during sporting activity lasting longer than an hour. Water is the preferred option for meeting fluid needs across the rest of the day.

Myth: Sports drinks are unsuitable because they are too high in salt.

Fact: The sodium content of sports drinks is similar to that found in a glass of milk or a slice of bread. Sodium stimulates our thirst and helps to encourage fluid intake ... good news, given that children typically have a poor voluntary fluid intake during exercise. Children's voluntary fluid intake during exercise has been shown to improve with use of sports drinks.

Myth: Sports drinks cause stomach upsets.

Fact: Sports drinks are formulated to improve the rate at which carbohydrate and fluid empties from the stomach and hence avoids stomach upset, provided one does not drink a lot in a short period of time.

Myth: Sports drinks cause dental cavities.

Fact: Sports drinks are acidic but they do not contain any more acid than a wide variety of drinks including fruit juices and soft drinks. There is no research to link sports drinks alone with dental erosion. Even so, as a safeguard, young athletes should be encouraged to drink through a straw, if possible, in order to direct the fluid to the back of the mouth and avoid swishing round the mouth.

Myth: Energy drinks are safe for children to consume.

Fact: Most of these drinks contain caffeine and are definitely not suitable for children. One can of energy drink may provide about the same amount of caffeine as an average-strength cup of coffee, and at this level children could have disturbed sleeping patterns, suffer bedwetting and show symptoms of anxiety. The carbohydrate concentration of energy drinks is also generally too high — 10–12 per cent, which is almost double that in sports drinks. At these levels water absorption is slowed, making these drinks unsuitable for rehydration during prolonged and vigorous physical activity. Energy drinks do not have the same role to play in sport as sports drinks. Caffeine is a stimulant, providing a short, sharp boost to performance. Sports drinks, on the other hand, do not contain stimulants — only carbohydrates and salts (to replace those lost during perspiration). Sports drinks are the most appropriate hydration fluid for use during vigorous activity (especially if it is conducted in the heat).

Myth: Water is the best hydrator.

Fact: Water is more a thirst quencher than a hydrator, signaling your brain to switch off your thirst mechanism prior to meeting your body's fluid needs. Plain water does not provide the fuel and electrolytes needed for optimum performance, so is really only suitable for sole use with exercise periods of low intensity and/or short duration (less than 45 minutes). Water, however, can be used in addition to sports drinks when young athletes will be exercising for longer than this. Sports waters are a relatively new product to the market and may, with more research, prove to be a more suitable option than water for exercise over less than an hour. They are designed for those who prefer to drink water during exercise. There are some differences among the common sports waters available in Australia, but essentially they

are lightly flavoured, purified water that may or may not have additional vitamins, minerals or electrolytes. Some sports waters are artificially flavoured and therefore are kilojoule free, while others have 50 per cent less kilojoules than common sports drinks.

Myth: Juice and cordial are just as good as sports drinks, only cheaper.

Fact: Generally, juice and cordial drinks are all too high in carbohydrates and too low in electrolytes to be considered ideal fluid replacement during exercise. Their high sugar content can slow fluid absorption, increasing the chance of stomach upsets. While they are not the best choice when rehydrating children before or during activity, they are typically fine for use after the playing is over and to keep energy levels up on busy carnival days.

Like adults, children often do not drink adequate amounts while exercising. It is, therefore, important to encourage and remind them to drink, and to also always have fluids readily accessible. The amount of fluid children lose will vary depending on size, intensity of exercise and environmental conditions. Generally, children lose 350–700ml during each hour of exercise. A rule of thumb is that young athletes ideally should consume 150–300ml of fluid in the hour before exercise, 75–200ml every 20 minutes during exercise and 500–1000ml after they have stopped exercising. As outlined, the fluid of choice will depend on exercise duration and intensity, but water and sports drinks are still the best options just before and during sport.

By Sharon Allsopp, Sports Dietitian, Step Bite Step, Shellharbour, NSW
Source: *Sports Coach*, Vol. 28, No. 1, 2005

Appendix 5.1

Playing for Life session planner



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playing for life

SESSION PLANNER

ATTENDANCE		WEATHER	EQUIPMENT			GAME SENSE CATEGORIES (circle)					
			Markers	Balls	Bibs	Other	INV	SF	NC	TG	
DATE											
VENUE	DURATION										

CHANGE IT: COACHING · HOW TO SCORE · PLAYING AREA · NUMBER OF PLAYERS · GAME RULES · EQUIPMENT · INCLUSION · TIME

START OUT	GET INTO IT	FINISH UP
<p>List: activities, CHANGE IT, Ask the players</p>		
		CLASS MANAGEMENT/ENERGISERS
Coaching tips · Questions · Challenges	Don't forgets · Notes	Session evaluation (what worked/didn't, what did they like/didn't like. Modifications for next time)
	Incidents · Injuries Use the <i>Playing for Life</i> template	







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playing for life

SESSION PLANNER

DATE	ATTENDANCE		WEATHER    	EQUIPMENT Markers	GAME SENSE CATEGORIES (circle) INV SF NC TG		
	VENUE				Balls		Other
DURATION							

CHANGE IT: COACHING · HOW TO SCORE · PLAYING AREA · NUMBER OF PLAYERS · GAME RULES · EQUIPMENT · INCLUSION · TIME

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	Incidents · Injuries Use the <i>Playing for Life</i> template	

Appendix 5.2

Sample Playing for Life activity cards

Form a group



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EASY

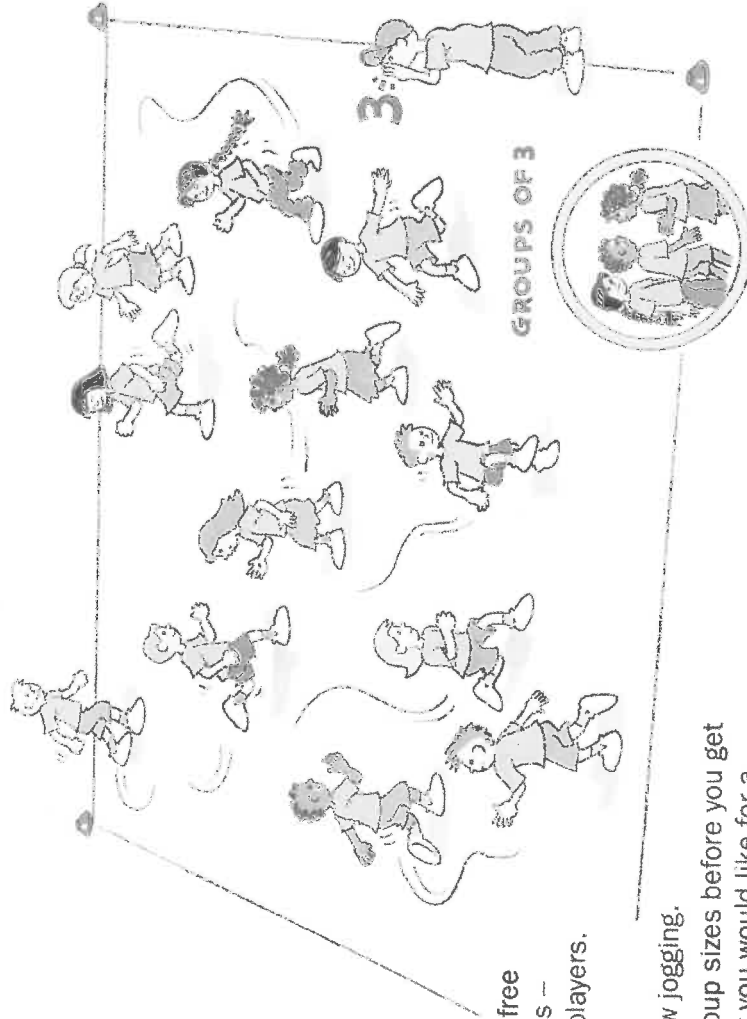
MED

HARD



A

Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.



What to do

SETTING UP

- > Mark an area free of obstructions – disperse the players.

PLAYING

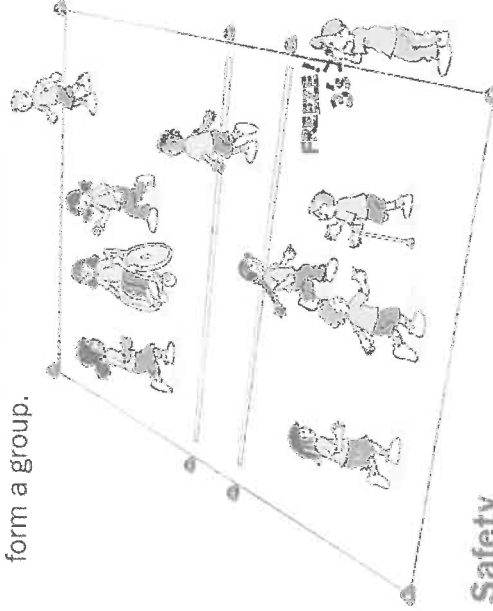
- > Start with slow jogging.
- > Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling 2s, then 6s, and finally the group size you want, such as 4s – you may wish to add a 'new people in the group' rule for the second and third calls.
- > As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.

Change it

- > **Vary the locomotion** – e.g. short bursts of running, hopping and fast walking before calling a group size.
- > Players have to run to the nearest boundary and touch it with their feet before forming the group.

- > Walk rather than run.

- > Use at least 2 large zones – this will channel players into a zone. Call 'freeze' – players freeze on the spot. Now call the group size – players closest to a player whose mobility may be restricted form a group.



Safety

- > Choose an area away from walls and other obstructions.
- > Players should be familiar with space and other player awareness activities.
- > Start with slow running.

LESSON LINK

Form a group combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises 'space finding'. See cards Start out WC 03a,b.



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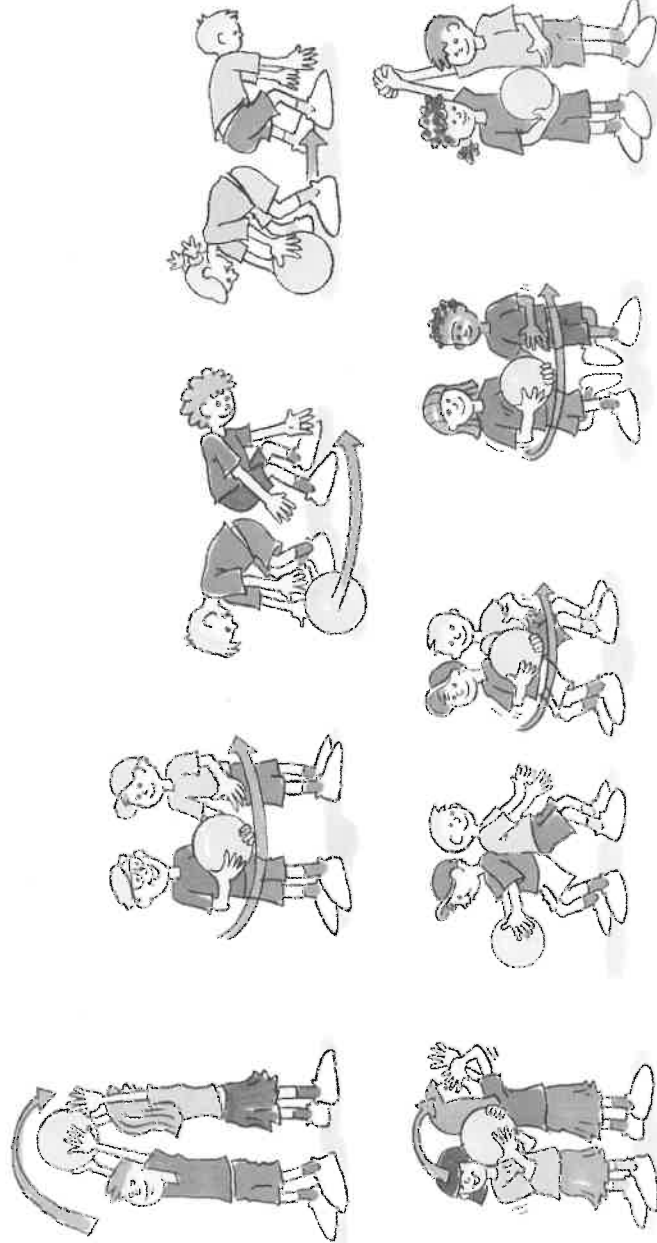
EASY MED HARD

Back to back pass

SESSION PLANS

Compos > Start out CP 08 + Start out CP 07b + Get into It INV 1.1

In pairs, players are back to back and pass a ball to one another. (Play with 4 or more.)

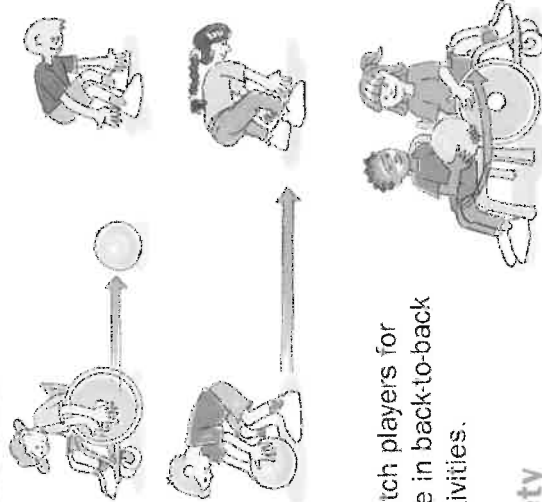


What to do

- > With one ball per pair, players pass the ball back and forth.
- > Ball must *change* hands completely.
- > Explore different passes – make up new ones. A pool provides extra scope for inventiveness.
- > After exploration – set a time period, e.g. number of passes in 20 seconds.
- > Highlight successful passes. Ask children to show their successful passes.

Change it

- > Swap partners.
- > **Easier** – passer or receiver can move feet around.
- > **Harder** – move apart.
- > Move apart and introduce new passes or positions – e.g. rolling along ground, bounce pass.



- > Match players for size in back-to-back activities.

Safety

- > Waist-height water for the pool option.

LESSON LINK

An example of a 'fun' activity that has some disguised stretching, balance and basic ball-handling skills.

Low 5s – High 5s

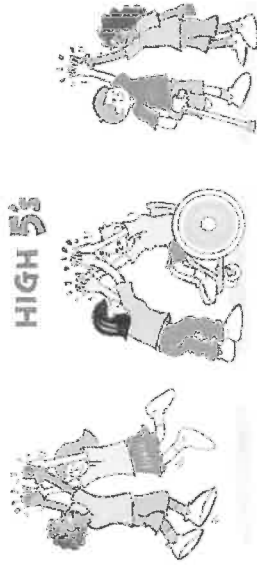
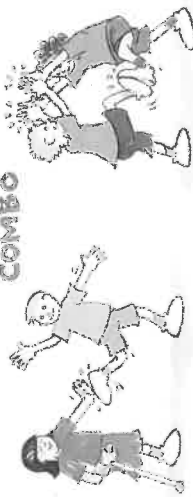


B A quick energiser. Players perform the nominated 'low 5s' or 'high 5s' with 4 other players. (Play with 8 or more.)

LOW 5s



HIGH 5s

HIGH-LOW
COMBO

What to do

SETTING UP

- > An area free of obstacles
- > Players dispersed over the playing area

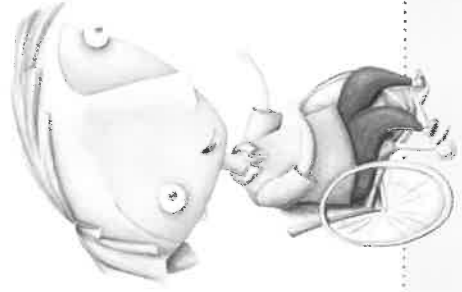
PLAYING

- > If it is the first time the activity is performed, call on different pairs to demonstrate the choices.
- > **Call the action** – remember players do it with 4 other players. If different 'low 5s' variations are executed, that's fine.
- > **Challenge** – how quickly can you do it?

- > **Call a name** – players call to someone on the opposite side of the playing area. Be prepared for some noise!
- > **Birthday 5s** – find someone born in February, March or April, etc.

Safety

- > Choose an area away from walls and other obstructions.
- > Encourage soft contact when hands or feet come together.
- > If the activity starts with random running, players should have completed space awareness activities.



LESSON LINK

Low5s – High 5s is a session energiser that is useful for transitions. See also cards Start out WC 09b, 10a.



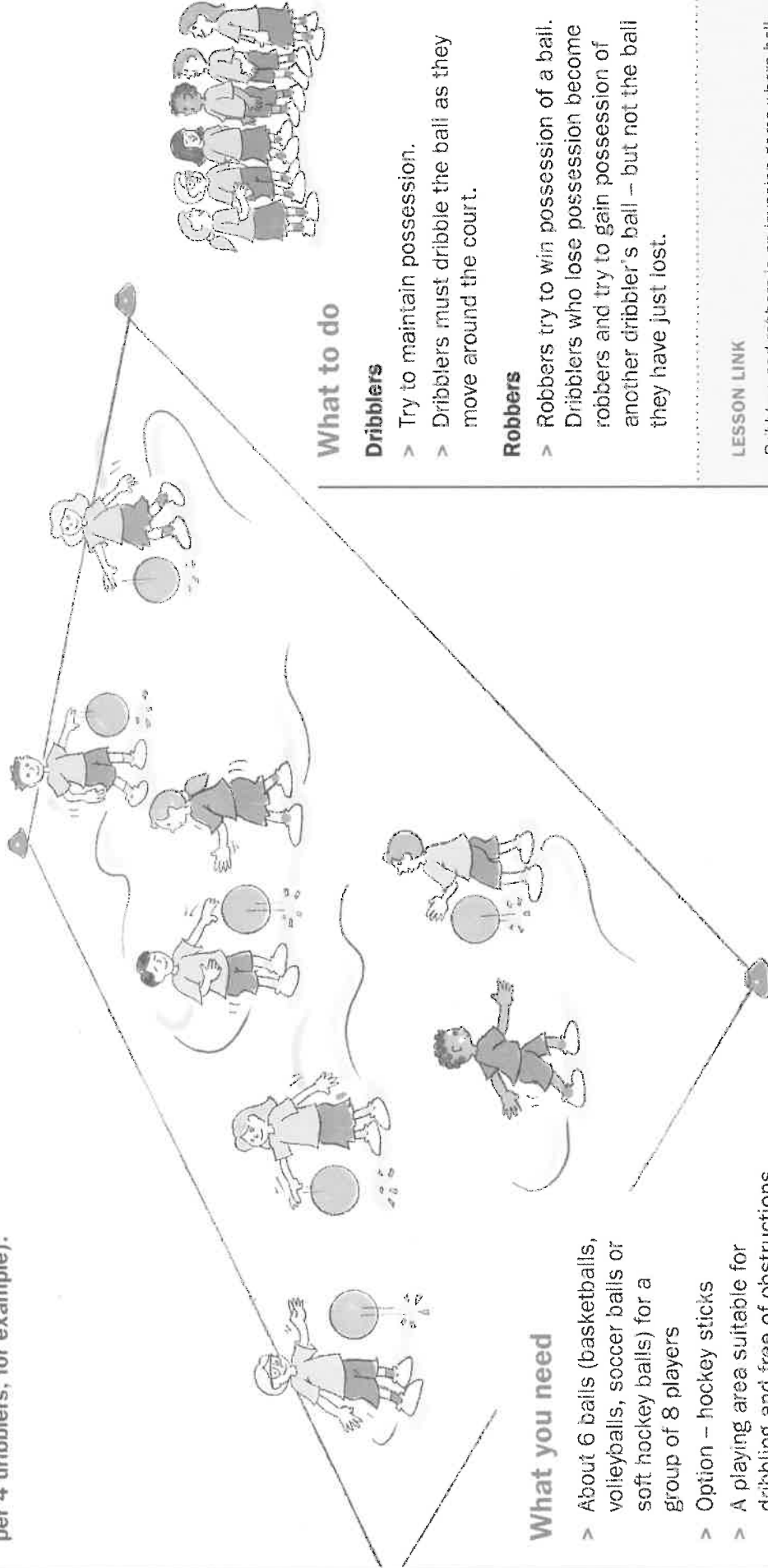
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EASY MED HARD

Dribblers and robbers

Players (dribblers) with a ball move around the court dribbling. One or 2 players are robbers and they attempt to intercept dribblers' balls without making body contact. (Play with one robber per 4 dribblers, for example).



What you need

- > About 6 balls (basketballs, volleyballs, soccer balls or soft hockey balls) for a group of 8 players
- > Option – hockey sticks
- > A playing area suitable for dribbling and free of obstructions
- > Sufficient space between games
- > Markers

What to do

Dribblers

- > Try to maintain possession.
- > Dribblers must dribble the ball as they move around the court.

Robbers

- > Robbers try to win possession of a ball.
- > Dribblers who lose possession become robbers and try to gain possession of another dribbler's ball – but not the ball they have just lost.

LESSON LINK

Dribblers and robbers is an invasion game where ball-handling skills and defensive play work hand-in-hand. Interceptors ('robbers') learn how to 'get in close' within the rules of the game.

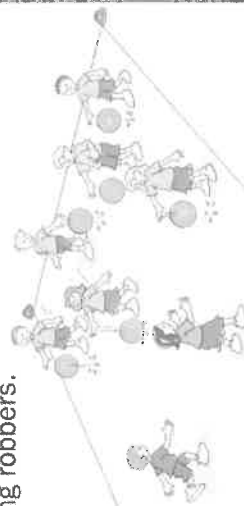
change it...

Coaching

- > The kicking and hockey dribbling options can be used with groups who have some familiarity with these methods.
- > Set personal targets for the players.

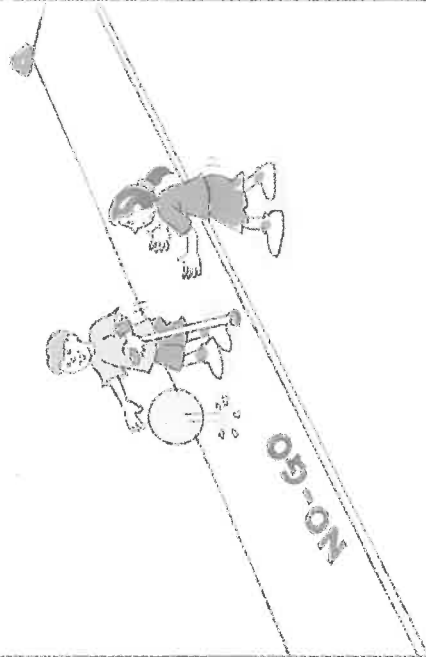
Game rules

- > **Dribbling rule** – relax the 'dribble when travelling' rule. Allow a combination of running and dribbling, e.g. dribble every third or fourth step. Be prepared for some liberal interpretations of the rule!
- > Vary this rule according to ability.
- > If using a basketball or volleyball, the ball is dribbled by bouncing.
- > **Fewer balls** – e.g. one ball per pair of dribblers. Allow dribblers to pass the ball as well as dribble.
- > **End to end** – all dribblers start at one end and have to get to the other end while avoiding robbers.



- > Robbers ... vary the number.

- > Provide a 'no-go' zone for a player if their ability level makes this necessary. Robbers are not permitted into the 'no-go' zone.

**Safety**

- > Ensure adequate space for the number of players.
- > Encourage players to be aware of others around them – i.e. keep an eye on the ball while looking around.
- > Body contact is not permitted.
- > Hockey sticks must not be raised above waist height.

**Equipment**

- > Vary the type of ball/sticks according to players' abilities.

Playing area

- > Change the dimensions of the playing area according to the ability of the group.

ASK THE PLAYERS**Dribblers**

- > 'How can you make sure you keep the ball?'
- > 'Can you move from one side to the other without being intercepted?'
- > 'How long can you maintain possession?'

Robbers

- > 'When is a good time to steal the ball?'
- > 'How quickly can you steal a ball?'
- > In the 'dribbling' variation – 'If you don't have the ball, how can you encourage your team-mate to pass it to you?'

Dribblers and robbers

Skills > Interception, close marking · Space – finding & closing · Defending the ball · Decision-making



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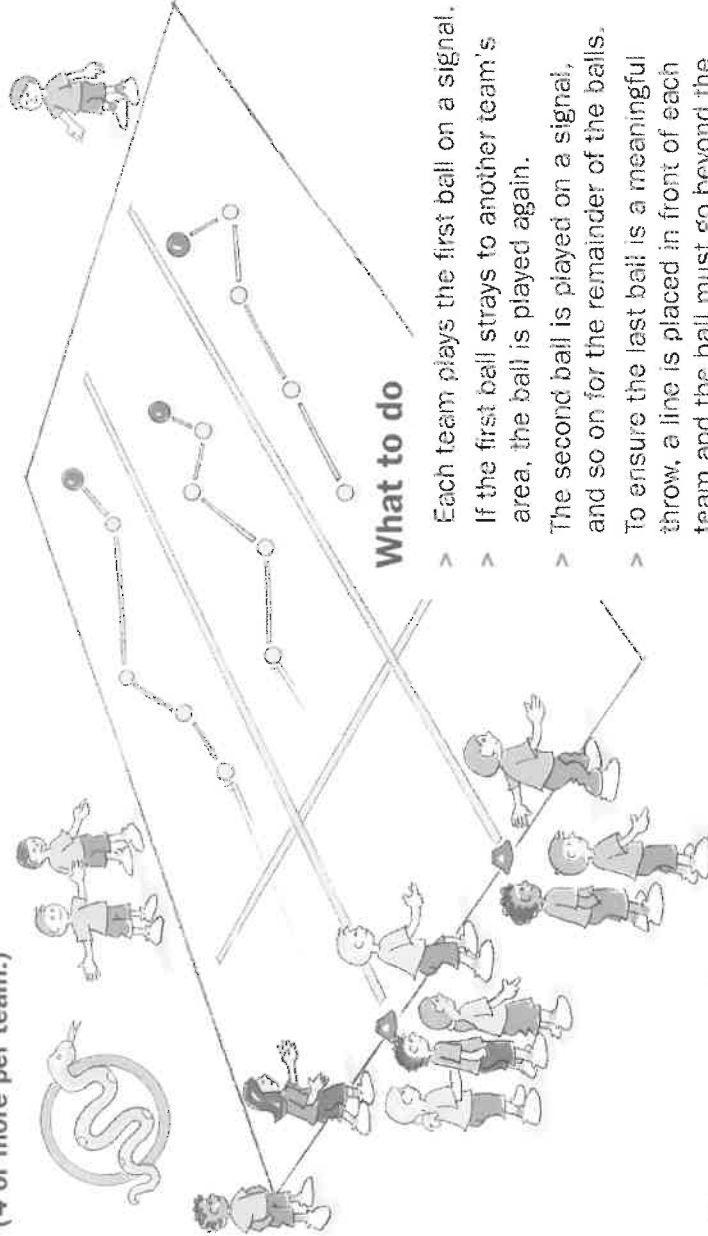
EASY MED HARD



Snakes alive

Skills > Accurate rolling · Teamwork, tactics

The first ball rolled becomes the head of the snake. Players deliver one ball at a time, aiming to place each ball behind the previous one. The aim is to form the longest snake. (4 or more per team.)



What to do

- > Each team plays the first ball on a signal.
- > If the first ball strays to another team's area, the ball is played again.
- > The second ball is played on a signal, and so on for the remainder of the balls.
- > To ensure the last ball is a meaningful throw, a line is placed in front of each team and the ball must go beyond the line for the ball to count – otherwise every team will finish with a python!
- > Alternatively, set a maximum length for the snake, e.g. 4 metres.



What you need

- > Cones to separate groups
- > One softball or medium-sized ball per team (snake head)
- > One ball per player, e.g. tennis ball (body of snake)
- > Tape or cones to mark minimum throw line

SESSION PLANS

Combo > Start out WC 09a + Start out TG 03 + Get into it TG 01

Scoring

- > The longest snake is the winner.
- > Measure in a straight line from head to tail.

Change it

- > **Snake head** – require a minimum distance from the start-line for the position of the 'snake's head'.
- > **Balls** – use different rolling balls.
- > **Goalball** – use a goalball (makes a noise when it rolls) and a caller to assist a player with limited vision. Make your own goalball by wrapping a volleyball in plastic and securing with tape.
- > **Provide eye-shades** for half the players to promote communication.

Safety

- > The game stops if players are required to retrieve 'lost' balls.

LESSON LINK

Snakes alive is a useful warm-up or transition activity for a variety of target-game activities.



Keep the ball up

A

A group of players try to keep a ball off the ground by passing it to each other. (Groups of 3 or more). May be played in a pool.

Scoring

- > Not scoring is an option, alternatively, how many consecutive passes without the ball touching the ground?

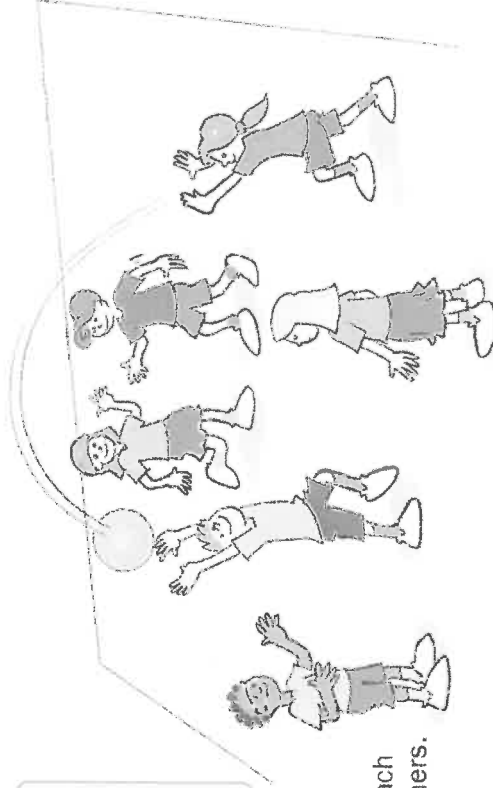
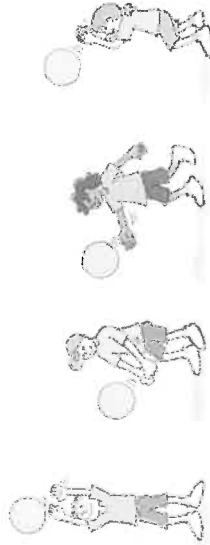
What to do

SETTING UP

- > Choose a medium sized ball. A beach ball or similar is suitable for beginners.

PLAYING

- > Start with a free-play version – rules can be decided later.
- > Introduce rules as required with **Change it**.
- > Encourage a variety of passes -- 'hot potato', where the ball is immediately hit away is a useful variation.



Change it

- > **Play 2 v 2** – decide whether you want the no-go space between pairs to be out of bounds. Decide whether both players must touch the ball before it is returned. Is a 3rd or 4th touch allowed before return?

- > **Other combinations** – 2 v 3, 2 v 4.

- > **Vary the** – type and size of ball including balloons, type of pass, allowable number of consecutive hits per person. A smaller playing area assists players with coordination or mobility restrictions.



- > Modify the game by allowing any suitable pass to and from a player with less developed skills or restricted movement.
- > E.g. Player 1 passes to Player 2 who catches the ball, makes an appropriate pass to Player 3 who immediately returns the ball to Player 2 and the game continues.



Safety

- > Choose a flat, obstacle-free playing surface
- > Ensure players know what to do if a ball strays into another group.
- > Encourage players to call 'mine'.
- > The pool depth should be appropriate to the aquatic skills of the players.
- > Play the pool game away from the pool walls.

LESSON LINK

This activity emphasises a variety of methods for keeping a ball off the ground, particularly overhead passing. The 2 v 2 form receiving and passing are further refined. Related cards Get into it NC 04 and 05.



L-o-n-g throw

SESSION PLANS

B

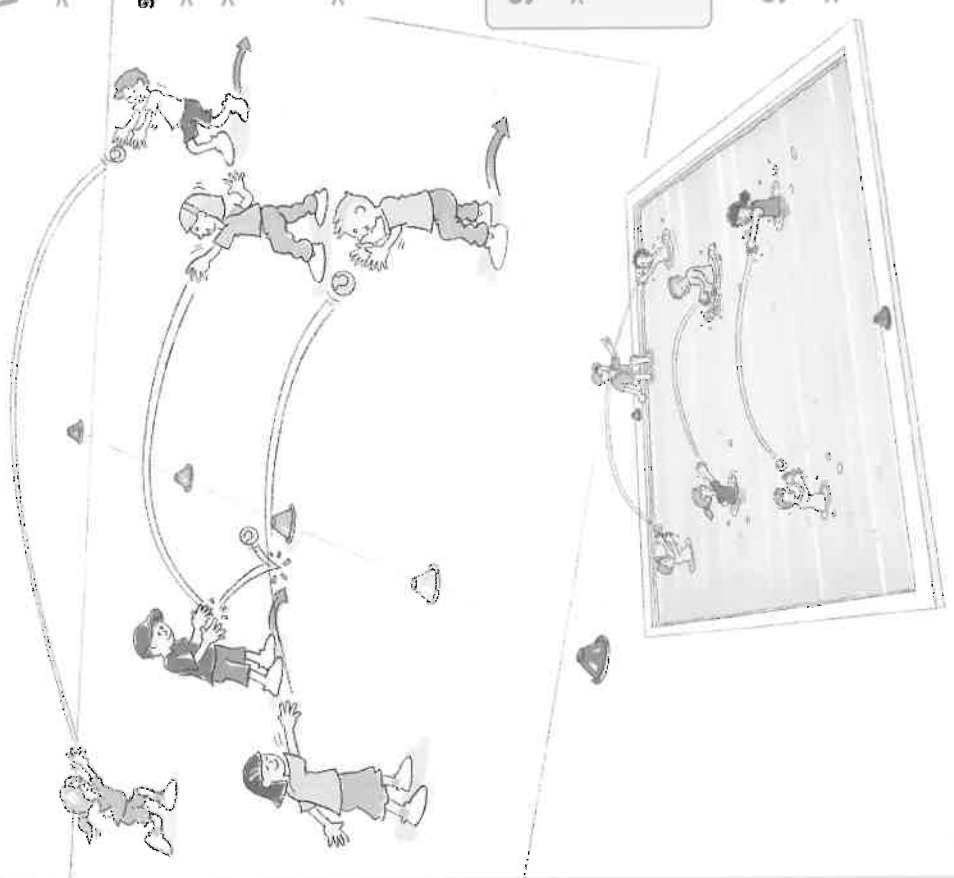
A cooperative game in which a ball is thrown between two players. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winning pair is the one that has retreated the furthest. (One or more pairs.)

What to do

- > Play on dry land or in a suitable pool.

SET UP

- > Distribute one ball per pair.
- > Use 2 markers to establish a 'gate' that the ball has to pass through.
- > Players are equidistant from a marker. Pool variation: use a marker on the side of the pool as shown.



Scoring

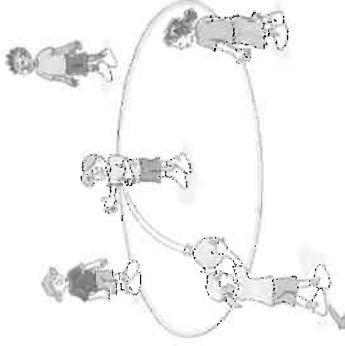
- > The winner is the pair who are the greatest distance from the gate markers when the stop signal is given.

Safety

- > Type of ball and throw should be appropriate to the group.

Change it

- > **Cooperative circle challenge** – 4 catchers on a circle with a thrower in the centre. Catchers step back if they catch the ball. If the ball is dropped the catcher stays on the circle or makes one step towards the circle if they are further out. After each round, the centre person changes place with the next person in the rotation and goes to that person's position, either on the circle or further out.
- > **Other** – vary the type of throw, left or right hand, vary the ball, vary the size of the circle.



LESSON LINK

L-o-n-g throw develops throwing and catching skills, with a reward for successful catches. It can be adjusted to all levels of players using **Change It**. See also Start out cards CP 03, 07 and 08. Also use with Net+Court games.



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EASY MED HARD

Newspaper hockey

A Using rolled-up newspapers to hit a soft ball, 2 small teams try to score goals.

What to do

SETTING UP

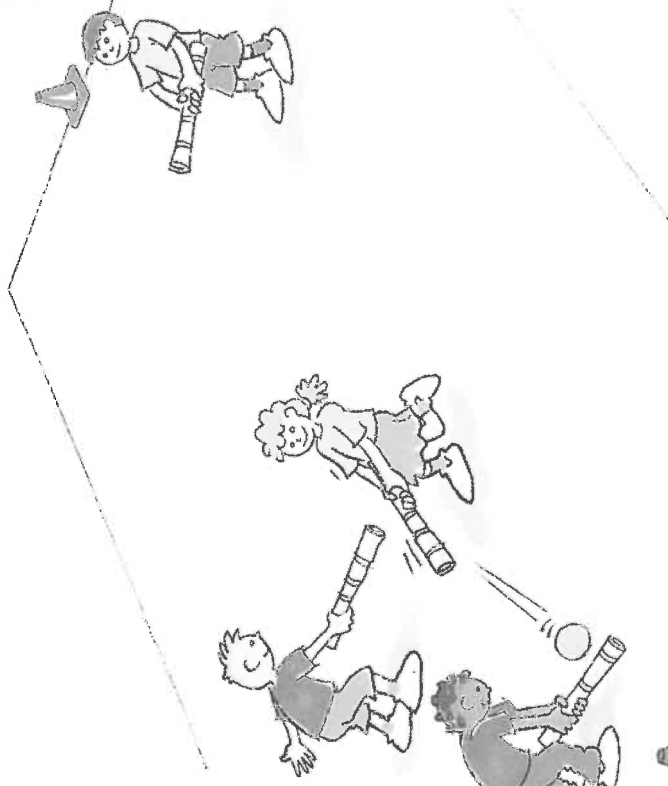
- > Select teams of up to 4 players.
- > Make bats out of rolled-up newspaper (rolled diagonally for longer bats), stuck together with tape.
- > Use a soft ball and narrow goals.

PLAYING

- > Pass, trap, hit and score – that's it!
- > Introduce rules as required with **Change it**.

Change it

- > Vary the team sizes, e.g. 4 v 2 to cater for varying ability levels.
- > Introduce a zone for a mobility-restricted player that is out of bounds to opposition players.
- > Ask the players for ideas to ensure the game is fair for all.



Scoring

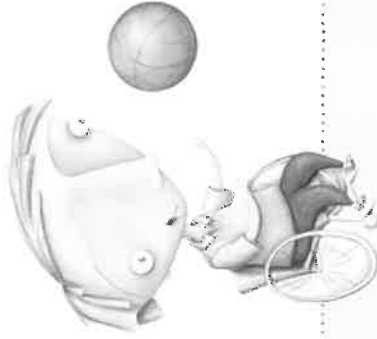
- > How many consecutive passes can players make without the ball touching the ground?
- > Number of goals scored.
- > Not scoring is an option.

Game rules

- > **Other combinations** – 1 v 1, 2 v 3, 2 v 4
- > **Interceptor** – play as an interception game (see Get into it INV 01).
- > **Other** – rule disallowing forward passing, use plastic hockey sticks, scoring zones – attacking players must strike for goal outside of the zone, have a goal-keeper.

Safety

- > Choose an area away from walls and other obstructions.
- > The ball must be hit below waist height.
- > Encourage players to call 'mine'.
- > Use **Change it** to accommodate different player abilities.



LESSON LINK

Newspaper hockey is a fun and fast-moving invasion game played with a minimum of rules. It can be modified to introduce 'invasion games' concepts or to make it more inclusive.



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EASY MED HARD

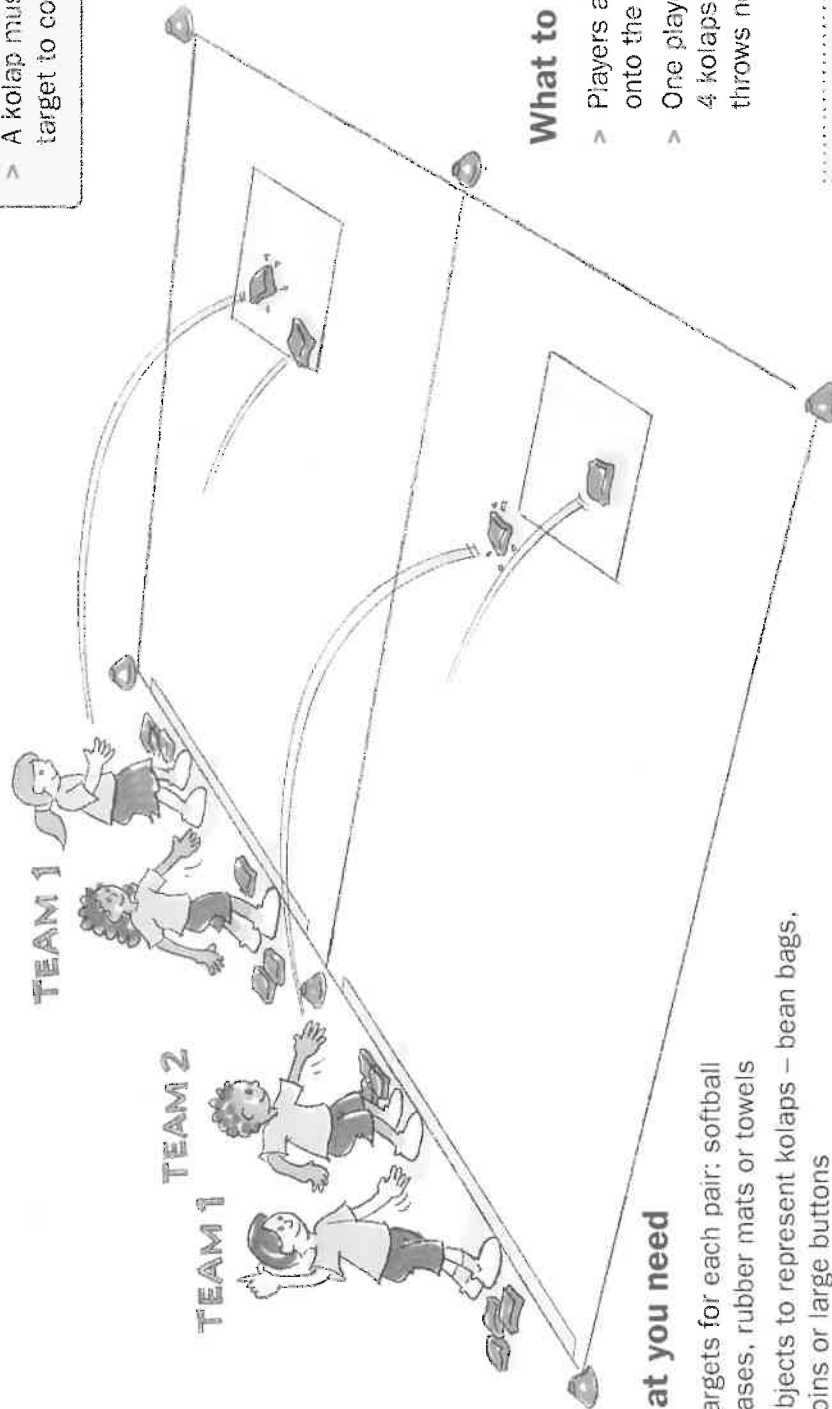
ADAPTS TO ALL ABILITIES

Kolap

This object throwing game was played on Mer Island in the Torres Strait. 'Kolap' refers to the beans of the Kolap tree – the throwing objects. Objects (*kolaps*) are thrown onto a target such as a mat. Players work in teams of two aiming to reach a set score.

Scoring

- > Play until a nominated combined score is reached by one of the teams, e.g. 20.
- > A kolap must land completely on the target to count.



What you need

- > Targets for each pair: softball bases, rubber mats or towels
- > Objects to represent kolaps – bean bags, coins or large buttons
- > Set up the playing area and pairs in teams as shown. Notice how the pairs are split
- > Each player has 4 kolaps.

What to do

- > Players attempt to throw their kolaps onto the mat in front of them.
- > One player starts the game and throws 4 kolaps. A player from the second team throws next.

LESSON LINK

A target game that provides interest and variety to other games like bocce.

Kolap

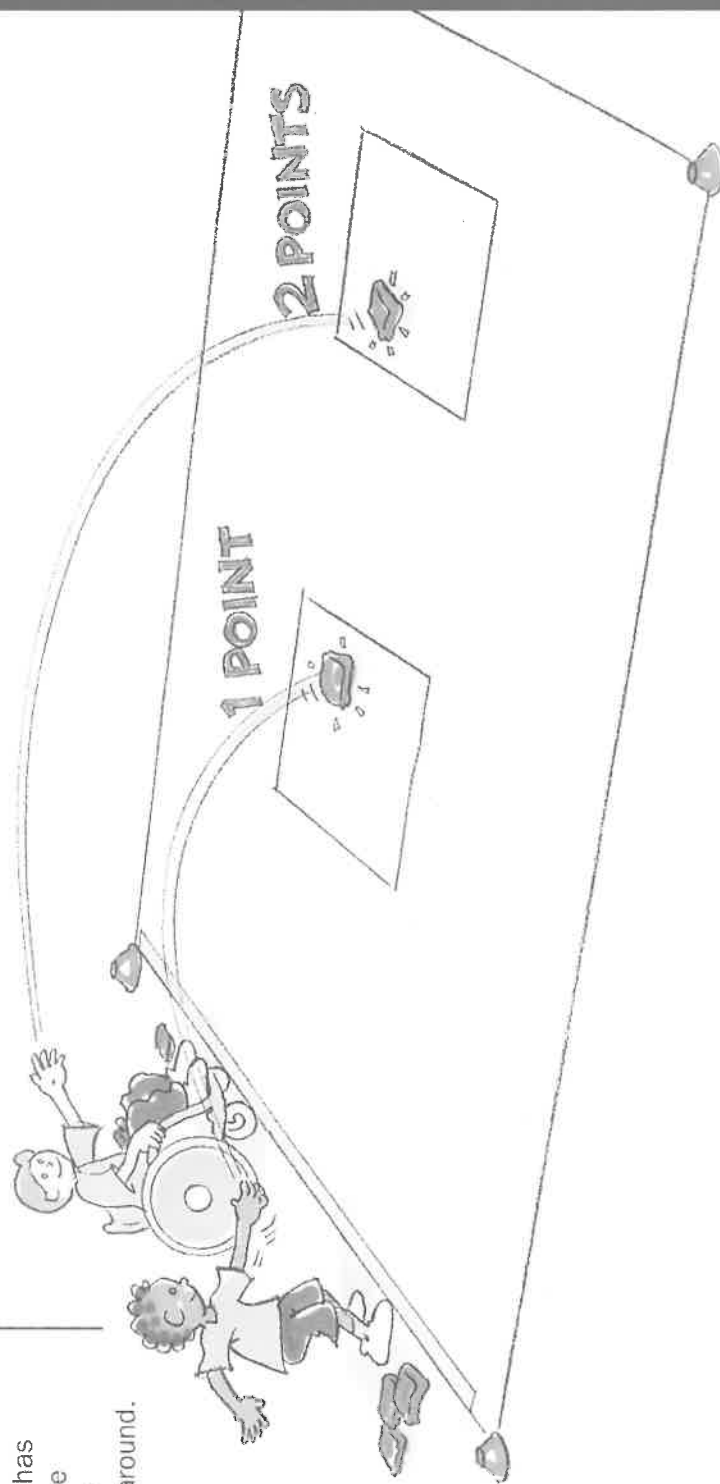
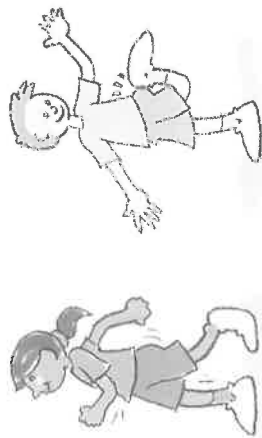
Skills > Target throwing

change it...

- > Change the distance and size of the target.
- > Vary the type of throw – front on, side on, 1 or 2 hands.
- > Set a time limit for each round of 4 kolaps thrown.
- > Match the kolap substitute to the ability of the group, e.g. bean bags and bigger targets for beginners.
- > Provide targets at different distances, with different values.
- > **No standing around** – each player has their own target (the same distance for each player). Players can throw simultaneously and avoid waiting around.

Safety

- > Ensure adequate space for the number of players.
- > Players wait for others to finish their round before moving onto the playing area.





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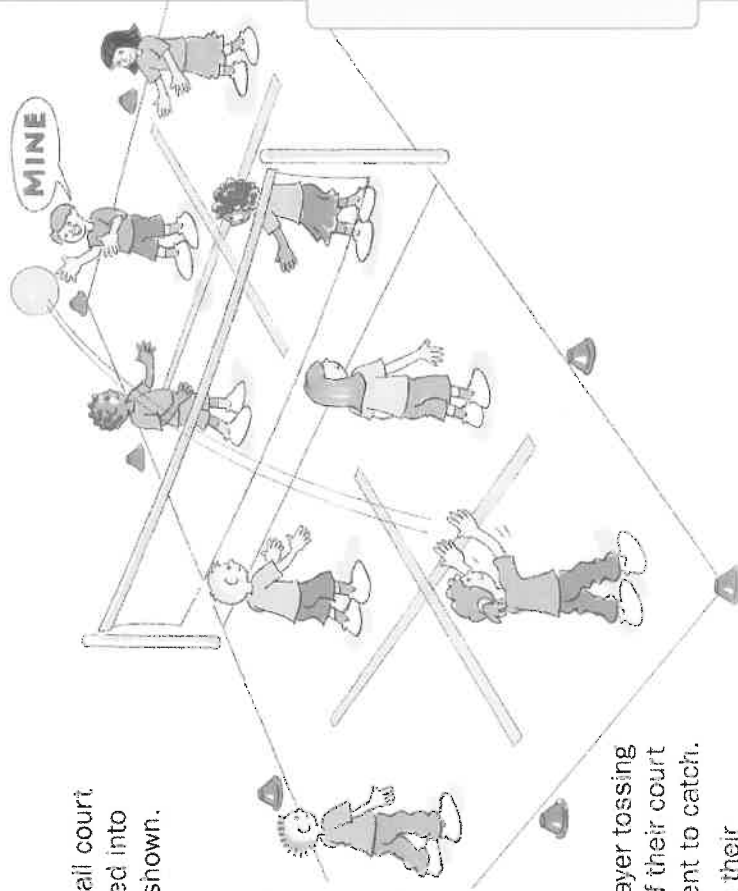


Newcombe ball

2 teams on a court with or without a net. A net is preferable. The serving team sends the ball over the net from the back of the court. The opposing team has to catch the ball and keep it off the floor. The receivers become the servers and return the ball. (Play with 8 per court, 4 v 4.)

What you need

- > Tennis, badminton or volleyball court with a net. Each half is divided into four – use masking tape as shown.
- > Net at medium height
- > If you don't have a net, mark out a 'no-go' zone and require balls to be served above head height of teammates in the front row.
- > One soft volleyball or similar
- > Markers as required.



Change it

- > **Use equipment** – e.g. paddle bat and sponge ball, softball and glove or racquet and shuttle. Use with 1 v 1 or 2 v 2.

VARIATIONS



Scoring

- > **Servers** – a point is scored if the ball touches the ground in the receivers' area.
- > **Receivers** – a point is scored if the servers hit the ball outside the receivers' court.
- > Score to a set number of points (e.g. 10) or set time limit (e.g. 4 minutes).
- > **Cooperative emphasis** – make the length of the rally the objective.

LESSON LINK

Newcombe ball requires players to work as a team to cover court space on receiving a ball. Servers work on 'finding space' and deception. The receivers combine catching, passing and attacking play.

What to do

PLAYING

- > The game starts with one player tossing the ball from the back half of their court across the net for an opponent to catch.
- > Each player must stay within their own playing area.
- > A maximum of 3 passes can be made between players before the ball is returned across the net.
- > Alternate serves and rotate server each time a point is won.

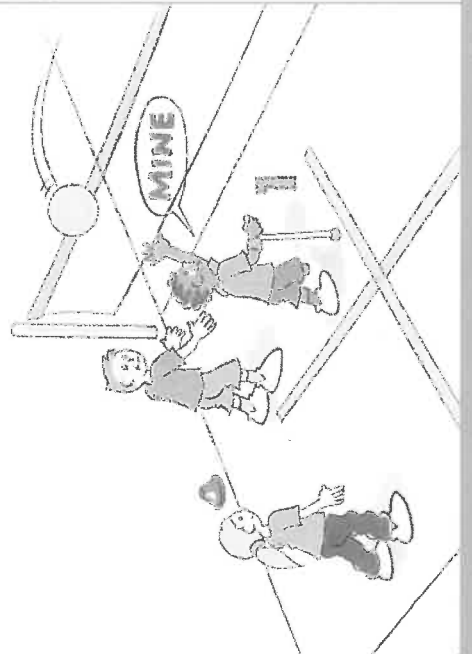
change it...

Coaching

- > Use player role models to help players understand the concepts of the game – working as a team to cover court space (in defence), finding space in attack (servers), and combining catching and passing leading to attacking play.
- > Encourage cooperative play from the beginning, with players aiming for long periods without a dropped ball.

Game rules

- > **Supporting a team-mate** – this involves the player in square #1 receiving support. Players can assist the player in square #1 by moving out of their square to work in tandem with this player.



Skills > Serving (throwing or hitting) with accuracy · Finding or covering space · Anticipation · Teamwork

Newcombe ball

Playing area

- > Vary the size and shape of the court – bigger/smaller; skinnier/wider.
- > Vary the width of the 'no-go' area if playing without a net.

Safety

- > A smooth surface and playing area free of obstructions.
- > Encourage players to call 'mine' and remind players to keep an eye on the ball and their team-mates.
- > Only use a bat with 1 v 1 or 2 v 2 combinations.

ASK THE PLAYERS

Receivers

- > 'How can you avoid too many players in one area?'
- > 'If you are allowed to move out of your area, what different formations can be used to cover the court? And how can you work together and avoid confusion about ball ownership?'

Servers

- > 'Where might you throw/hit the ball to make it hard for your opponents?'
- > 'What will you do to avoid your opponents blocking the ball?'

A player can only move out of their square if the ball goes directly to the player in square #1.

The player in square #1 can either send the ball over the net or return it to a team-mate.

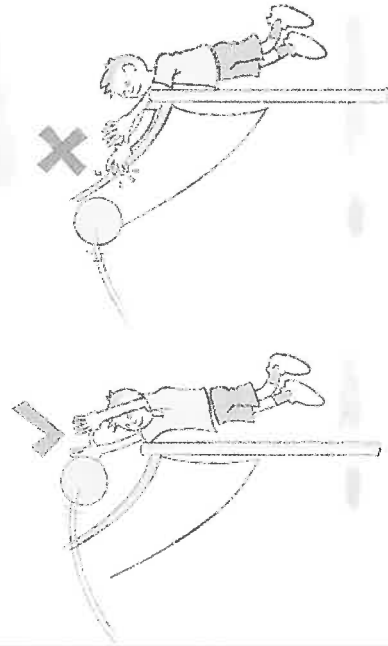
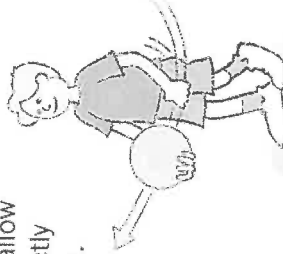
Allow 4 touches of the ball before returning it.

> Allow players access to all court space.

> Relax the 3-ball rule and allow a ball to be returned directly or passed to a team-mate.

> Allow serving by a hit over the net.

> Allow blocking – but not reaching over the net.



> Allow 'hot potato' passes (instant pass without holding).

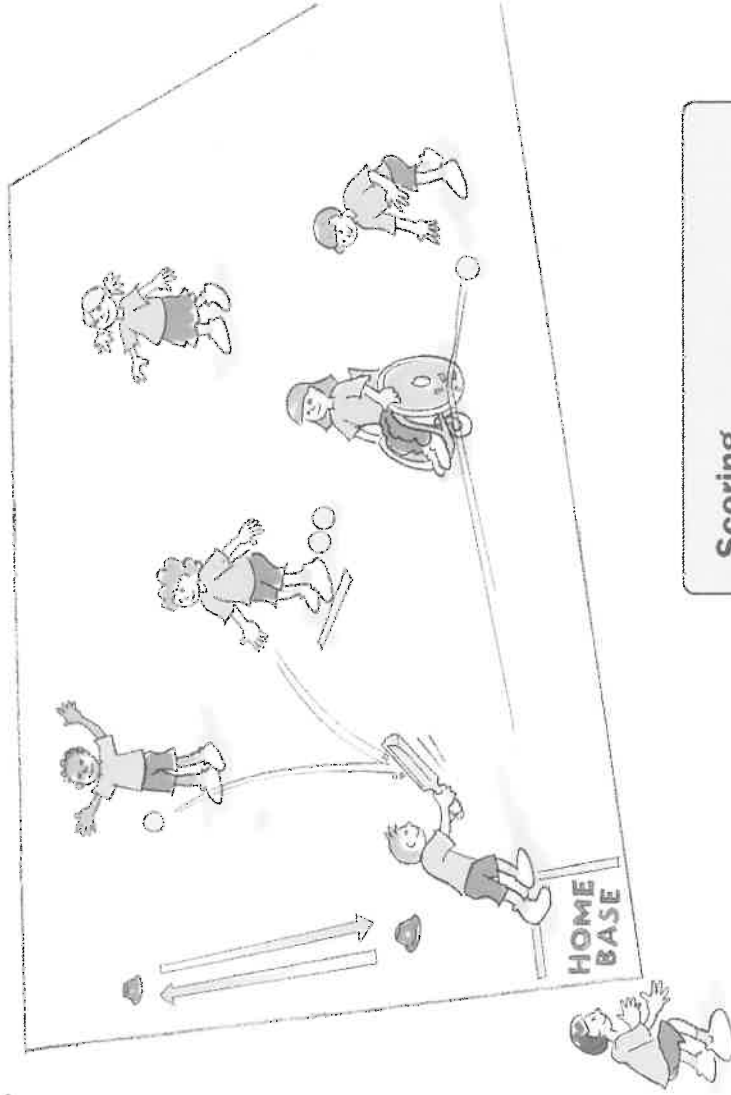


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EASY MED HARD

Hit 4 and go

A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out 'STOP!' (4-5 per group).



What you need

- > A suitable indoor or outdoor playing area as shown
- > Range of bats/rackets and balls (sponge balls, softballs or tennis balls)
- > Marker cones (for running and playing area)
- > **Option** – batting tee(s)

Scoring

- > From cone to cone = one point.
- > Points are totalled for the team.

What to do

SETTING UP

- > 2 teams – batters and fielders

Batter

- > Hits 4 balls, one after the other, into the playing space.
- > The balls can be hit from the ground, or off tees, you can toss the ball and hit it yourself, or have a team mate toss the ball to you.
- > When the last ball is hit, the batter runs between the marker cones as many times as possible.

Fielders

- > Fielders return the balls to the home base – balls must be *inside* the hoop to count.
- > Fielders call **'STOP!'** when the last ball reaches home base.

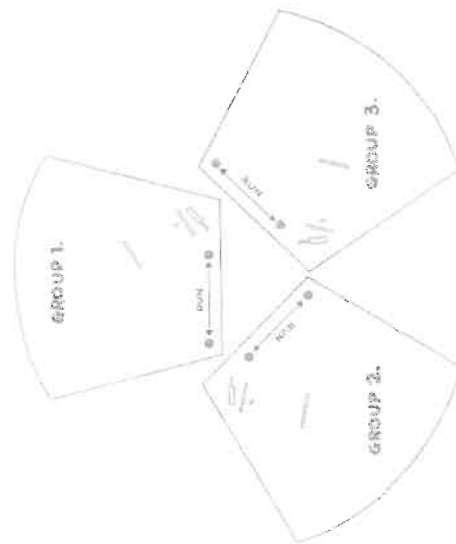
LESSON LINK

Hit 4 and go is a fielding game that develops teamwork. Batters are challenged to place balls tactically and fielders are challenged to effectively position themselves and to return the balls in the shortest time. The game links to softball and baseball.

change it...

Coaching

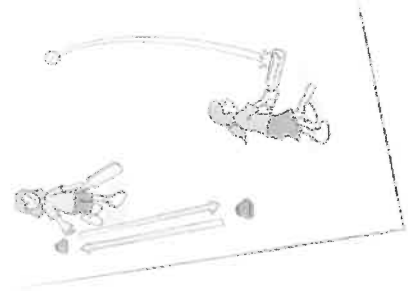
- > To manage large groups, have 2 or more groups playing at the same time using a 'fan' system. Balls must be hit forward.



- > Players with less developed throwing/catching/fielding/batting skills can be assisted on the side.

Include all

- > **Batters** – 2 players work in tandem, e.g. one player hits and the other runs.

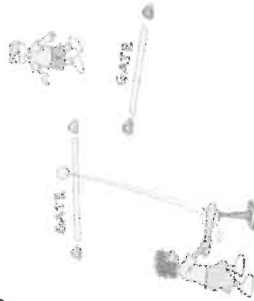


Hit 4 and go

Skills > Throwing/catching/batting · Finding 'space' · Best fielding positions/teamwork · Running

Game rules

- > **Harder for fielders**
 - fielders cannot move until the last ball is struck
 - fielders must take the ball to the home base and not throw.
- > **Harder for batters**
 - batter must hit the ball forward of the batting position.
- > **Scoring gates** – batters gain extra runs if the ball passes through the gates.
- > **Running alternative** – batters who have limited mobility can score by hitting into these gates, or by using a 'runner'.
- > **Rolling** – use rolling to pass among fielders.
- > **False calls** – provide bonus points to a runner if '**STOP!**' is called too soon.

**Equipment**

- > Use different bats and balls – allow player choice.
- > Use different heights of tee or alternative.

Playing area

- > **Harder for runner** – increase the distance between cones.
- > **Harder for fielders** – increase the size of the playing area.

Safety

- > Bowlers sending a cooperative feed should be located to one side.
- > Fielders should be at a safe minimum distance from the batter.
- > All fielders should keep an eye out for balls as well as other running fielders.
- > Players should communicate when retrieving a ball or throwing a ball.
- > Ensure the batter's running area is away from fielders.
- > Players should have done space/player awareness activities before playing (see e.g. Start out WC 03a,b).

ASK THE PLAYERS**Fielders**

- > 'How can you get the ball back to home base quickly?'

Batters

- > 'Where will you place the balls you hit?'
- > 'Will you scatter them or hit them in one direction?'
- > 'Will you hit them high or low or make them bounce?'

Appendix 5.3

Active After-school Communities deliverer appraisal



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Active After-school Communities Deliverer appraisal

1 Deliverer details

Name

School/Club/OSHCS/Other organisation (where applicable)

Deliverer Signature Date

Deliverer Name

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

Multi skill focus

Sport specific focus Please name sport(s)

Both

Outcome

Deliverer is competent

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature Date

Appraiser name

Appraiser role

Appendix 7

Module running sheet template

MODULE:		VENUE:		GROUP:	
DATE:	TOPIC	CONTENT	ACTIVITIES	RESOURCES (such as overhead transparencies)	

TIME	TOPIC	CONTENT	ACTIVITIES	RESOURCES (such as overhead transparencies)

Appendix 8

Course evaluation form

Please complete this short evaluation form. Be as frank as possible. This helps us to continually improve and refine the AASC Community Coach Training Program. You do not need to give your name.

NAME OF MODULE:

NAME OF PRESENTER:

DATE: VENUE:

1 ORGANISATION

How do you rate the way in which the module was organised?

Please give a rating from 1 (lowest) to 5 (highest)

Venue*	1	2	3	4	5
Format of module	1	2	3	4	5

*(if applicable, that is, not your workplace)

2 PRESENTER/S

How did you rate the presenter/s?

Please give a rating from 1 (lowest) to 5 (highest)

Content	1	2	3	4	5
Presentation	1	2	3	4	5

3 PRESENTATION

Did the presenter/s appear to have a good understanding of the material?

Please give a rating from 1 (lowest) to 5 (highest)

1	2	3	4	5
---	---	---	---	---

How much opportunity did the presenter give participants to share ideas and experiences?

Please give a rating from 1 (lowest) to 5 (highest)

1	2	3	4	5
---	---	---	---	---

4 COURSE FORMAT

Were there any areas not covered that you would like to have included?

YES / NO

Please explain

Did the module meet your expectations? How might the delivery be improved?

YES / NO

Please explain

What were the most positive aspects of the module?

5 USING THE INFORMATION

Did the module challenge you to adapt your thinking towards providing structured physical activities for primary school children?

YES / NO

Please explain

Do you feel the course will help you/helped you develop a structured physical activity program to suit the likes and needs of all primary school children?

YES/NO

Please explain

Please give this to the session presenter.

Thank you

Appendix 9

Presenter self-reflection and presenter checklists

For coaches to continually improve their presentation skills and ability to effectively present Community Coach Training Program material and activities, it is useful to take some time following each presentation or workshop to reflect on how it went. It can also be useful to get a mentor or another presenter (ideally someone more experienced) to provide some constructive feedback.

The presenter checklist is intended for newer presenters while the senior presenter checklist is intended for more experienced presenters (these checklists have been adapted from Australian Sports Commission 2005, *Disability Education Program Presenter's Kit*, ASC, Canberra).

How a coach goes about the self-reflection process is entirely up to them. The most important thing is that they learn from each experience and use that to continually develop their delivery of the Community Coach Training Program.

Presenter self-reflection

This evaluation should be completed during/following a session.

NAME:

PRESENTATION:

SESSION TYPE::

ORGANISATION/SCHOOL:

DATE: VENUE:

AUDIENCE:

WHAT WENT WELL TODAY?

WHAT COULD HAVE BEEN IMPROVED?

WHAT DID YOU LEARN FOR NEXT TIME?

Presenter checklist

This evaluation should be completed during/following a workshop.

NAME:**SESSION TYPE:****DATE:**

Topic	Method	Comments

COMPETENCY	DEMONSTRATED	COMMENTS
Course philosophy: the presenter demonstrates these underpinning principles in language and actions/behaviour — equality, dignity, respect, choice, inclusive practice, responsibility		
Uses appropriate terminology	☺ _ _ _ _ ⊗	
Uses positive verbal and body language	☺ _ _ _ _ ⊗	
Acknowledges diversity	☺ _ _ _ _ ⊗	
Demonstrates a belief in empowering participants	☺ _ _ _ _ ⊗	
Demonstrates a working knowledge of inclusive practice	☺ _ _ _ _ ⊗	
Content and skills		
Demonstrates a thorough knowledge of the topics presented (leading to a thorough knowledge of the module and key topics)	☺ _ _ _ _ ⊗	
Uses practical examples to illustrate key concepts	☺ _ _ _ _ ⊗	
Has a range of practical activities	☺ _ _ _ _ ⊗	
Allows one to apply Community Coach Training Program concepts to a variety of sport/physical areas, for example, a presenter from a specific sport background such as swimming being able to give examples from general physical activities	☺ _ _ _ _ ⊗	
Demonstrates an ability to make links across the topics/presenters	☺ _ _ _ _ ⊗	
COMPETENCY	DEMONSTRATED	COMMENTS
Presentation skills		
APPEARANCE		
Professional	☺ _ _ _ _ ⊗	
Neat and appropriate for session type	☺ _ _ _ _ ⊗	
PREPARATION		
Arrived on time for session	☺ _ _ _ _ ⊗	
Evidence of mental and written preparation	☺ _ _ _ _ ⊗	
Checked and organised training aids	☺ _ _ _ _ ⊗	
Organised venue and other equipment	☺ _ _ _ _ ⊗	
PERSONAL SKILLS		
Effective use of voice	☺ _ _ _ _ ⊗	
Provided appropriate feedback	☺ _ _ _ _ ⊗	
Interaction with group	☺ _ _ _ _ ⊗	
Enthusiasm/motivation	☺ _ _ _ _ ⊗	
Confidence	☺ _ _ _ _ ⊗	
MANAGEMENT		
Efficient use of time	☺ _ _ _ _ ⊗	

Effective use of training aids	☺ _ _ _ _ ☹	
Group facilitation skills	☺ _ _ _ _ ☹	
Promoted participation	☺ _ _ _ _ ☹	
Catered for varying needs	☺ _ _ _ _ ☹	
Group organisation skills	☺ _ _ _ _ ☹	
Clear and concise instructions	☺ _ _ _ _ ☹	
Dealing with difficult situations	☺ _ _ _ _ ☹	
PRESENTATION	☺ _ _ _ _ ☹	
Clearly stated expectations	☺ _ _ _ _ ☹	
Session/s well structured and sequenced	☺ _ _ _ _ ☹	
Used appropriate activities	☺ _ _ _ _ ☹	
Effective questioning techniques	☺ _ _ _ _ ☹	
Knowledge of subject/topic	☺ _ _ _ _ ☹	
Maintained groups attention	☺ _ _ _ _ ☹	
Effective positioning	☺ _ _ _ _ ☹	

COMMENTS (PRESENTER) :

COMMENTS (WORKSHOP PARTICIPANT) :

Senior presenter checklist

This evaluation should be completed during/following a workshop.

NAME:

SESSION TYPE:

DATE:

Topic	Method	Comments

COMPETENCY	DEMONSTRATED	COMMENTS
Course philosophy: the presenter demonstrates these underpinning principles in language and actions/behaviour — equality, dignity, respect, choice, inclusive practice, responsibility		
Uses appropriate terminology	☺ _ _ _ _ ☺	
Uses positive verbal and body language	☺ _ _ _ _ ☺	
Acknowledges diversity	☺ _ _ _ _ ☺	
Demonstrates a belief in empowering participants	☺ _ _ _ _ ☺	
Demonstrates a working knowledge of inclusive practice	☺ _ _ _ _ ☺	
Content and skills		
Demonstrates knowledge beyond that which is contained in the presenter's kit	☺ _ _ _ _ ☺	
Demonstrates a broad knowledge across a wide range of course topics and/or an in-depth knowledge in one or more areas (for example, an expert on Game Sense or inclusion)	☺ _ _ _ _ ☺	
Is flexible in delivery and content to suit the audience.	☺ _ _ _ _ ☺	
Uses a variety of practical examples to illustrate key concepts	☺ _ _ _ _ ☺	
Uses a wide range of practical activities	☺ _ _ _ _ ☺	
Applies course concepts to a variety of sport/physical areas, for example, a presenter from a specific sport background such as swimming is able to give examples from general physical activities	☺ _ _ _ _ ☺	
Able to make links across the topics/presenters	☺ _ _ _ _ ☺	
Presentation skills		
Is very confident in delivery	☺ _ _ _ _ ☺	
Uses a wide range of presentation methods and tools very effectively	☺ _ _ _ _ ☺	
Able to handle difficult situations	☺ _ _ _ _ ☺	

COMMENTS (PRESENTER) :

COMMENTS (WORKSHOP PARTICIPANT) :
