



Australian Government
Australian Sports Commission

COACH'S WORKBOOK

Assessment tasks and tools

**Active After-school
Communities**

Helping kids and communities get active

Module 1

There are no assessment tasks for this module.

Module 2

Assessment task

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

No worksheet is required for Assessment Task 2.1. The training program coordinator will record your assessment for this task.

Module 3

Assessment tasks

- 3.1 Completion of the Module 3 work sheet
- 3.2 Practical: demonstration of risk assessment and management strategies (incorporated in Assessment Task 5.2)

Assessment Task 3.1 (work sheet)

Candidate:

Contact Telephone Number (Business Hours)

Contact Telephone Number (After Hours)

Community Coach Training Program Coordinator

The completion of this work sheet forms part of your assessment for your AASC community coach accreditation. Please complete all activities on the following pages and submit to your training program coordinator by the required deadline.

1 What is duty of care as it relates to coaching? Explain below.

2 What is negligence as it relates to coaching? Explain below.

3a What are your legal responsibilities (duty of care requirements) as an AASC community coach? Write them down below.

3b What actions will you take to ensure that you meet these responsibilities?

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4 Are there any differences between the legal responsibilities (duty of care) requirements or insurance requirements of a contractor (paid) and a volunteer AASC community coach? Explain below.

5 What are the legal responsibilities (duty of care) requirements of the schools/ OSHCSs involved in the AASC program?

6a What is child abuse?

6b When should you report it?

6c To whom should you report it?

7 What are three key messages that you should convey to children if you are teaching them how to be a 'good sport'?

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8 Complete the following risk-management plan by listing:

- the potential hazards in your coaching environment
- what might go wrong in relation to these hazards
- strategies you can implement to minimise the risk of injury occurring
- who is responsible for implementing the strategies (this might be people other than you and might be more than one person).
- when do the strategies need to be implemented?

Do not forget to consider the particular circumstances of **your** coaching environment.

Risk-management planner					
POTENTIAL HAZARDS	WHAT MIGHT GO WRONG?	STRATEGIES TO MINIMISE RISK	WHOSE RESPONSIBILITY	TIMELINE?	
Pre-activity <ul style="list-style-type: none"> • Equipment 					
<ul style="list-style-type: none"> • Facilities 					
<ul style="list-style-type: none"> • Change rooms 					

Risk-management planner				
POTENTIAL HAZARDS	WHAT MIGHT GO WRONG?	STRATEGIES TO MINIMISE RISK	WHOSE RESPONSIBILITY	TIMELINE?
<p>During activity</p> <ul style="list-style-type: none"> • Environment (playing area, relevant non-playing areas such as change rooms) 				
<ul style="list-style-type: none"> • Physical condition of children 				

Risk-management planner				
POTENTIAL HAZARDS	WHAT MIGHT GO WRONG?	STRATEGIES TO MINIMISE RISK	WHOSE RESPONSIBILITY	TIMELINE?
Post-activity <ul style="list-style-type: none"> • Waiting for transport home 				
Other <ul style="list-style-type: none"> • Weather 				

- 9** If a child has an accident during your session and badly injures themselves, what should you do?

- 10** How do you find out the emergency procedures and reporting procedures for the AASC program you are working with?

- 11** What are the emergency procedures for your school/OSHCS (if applicable)? Write them down below or attach a copy. (If you are not already linked to a school/OSHCS, review the sample emergency procedures provided at Appendix 3.1 so that you are aware of some typical procedures.)

Module 4

Assessment task

- 4.1 Practical: discuss the healthy nutrition and fluid intake information contained in this workbook and demonstrate practical ways of applying it in a small group

No work sheet is required for Assessment Task 4.1. The training program coordinator will record your assessment for this task.

Module 5

Assessment tasks

- 5.1 Participate in a group discussion about the benefits and barriers of Playing for Life, and strategies for overcoming the barriers, then complete the Assessment Task 5.1 worksheet
- 5.2 Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and deliverer appraisal provided on pages 164–9 are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 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

Assessment Task 5.1 (work sheet)

BENEFITS AND BARRIERS OF THE PLAYING FOR LIFE APPROACH AND STRATEGIES FOR OVERCOMING THE BARRIERS

As a group, discuss the benefits and barriers related to the Playing for Life approach.

a What are the benefits of the Playing for Life approach?

b What are the barriers of the Playing for Life approach?



c What strategies would you put in place to address the barriers?



Assessment Task 5.2

Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and deliverer appraisal provided on pages 163–9 are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2







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playing for life

SESSION PLANNER

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

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

START OUT	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		

List: activities, CHANGE IT, Ask the players

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

Lined writing area with 28 horizontal lines.

In-course appraisal form

This appraisal form is provided for information only so that candidates are clear about what they need to do in order to be deemed competent. Your training program coordinator will complete it during your appraisal in Assessment Task 5.2.



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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

Post-course appraisal form

This appraisal form is provided for information only so that candidates are clear about what they need to do in order to be deemed competent during the post-course appraisal. This task must be successfully completed before you can receive full registration as an AASC program deliverer. It must also be successfully completed each term in order to maintain your full registration. Your training program coordinator will complete it during your appraisal.



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Active After-school Communities Appraisal for full registration

Task: Plan, prepare, conduct and review a physical activity session of at least 35 — 45 minutes duration based on Playing for Life principles with a group of primary school-aged children.

Conditions: The deliverer will need to coordinate access to appropriate equipment and facilities.

Evidence Required: The deliverer is required to demonstrate competency as outlined in the checklist over the page.

1 Deliverer details

Name

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

The terms and conditions relevant to this application are set out in Appendix A. By signing this application form in the space provided below and submitting it to the Australian Sports Commission, I acknowledge that I have read and accepted the terms and conditions.

Deliverer Signature Date

Deliverer Name

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

Multi skill focus

Sport specific focus

Both

Please name sport(s)

Outcome

Deliverer is competent and awarded full registration

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature Date

Appraiser name

Appraiser role

Appendix A Terms and conditions

1. The Australian Sports Commission (ASC) may accept or reject an Application for Registration in its absolute discretion.
2. Applicants will be required to participate in ongoing assessments of their delivery to ensure quality is maintained. Applicants will be required to achieve a satisfactory result at each assessment to maintain the full registration status.
 - a. Where an unsatisfactory result is obtained, feedback will be provided directly to the applicant.
 - b. Applicants will be re-assessed, at an agreed time, by a Senior Assessor against the feedback provided. Should a satisfactory outcome be obtained on this occasion, no action will be taken.
 - c. Should an unsatisfactory outcome be achieved again the Senior Assessor will identify with the applicant what action(s) will be undertaken. These will be documented. They may include:
 - i. undertaking further training,
 - ii. participating in mentor support,
 - iii. completing another assessment within a set time frame
 - iv. suspension of registration.
3. Full registration is provided solely for the activities nominated on this application form and is not transferable to other activities.
4. Full registration will be valid for 24 months from the date of approval of the application.
5. Upon receiving full registration applicants are eligible to only deliver the activities nominated on page 1 of this form within the Active After-school Communities (AASC) program.
6. Should an applicant have their registration suspended, it will be for a period of 6 months. The Senior Assessor is to document what actions are required to be taken to obtain re-instatement. The applicant will have 6 months to complete the agreed strategies to the satisfaction of the Senior Assessor. Upon the 6 months lapsing, the applicant's registration will be cancelled.
7. Applicants agree to abide by the AASC Community Coach Code of Ethics. The AASC Community Coach Code of Ethics is available on the ASC web site.
8. Applicants will be required to submit to the ASC for approval all publicity materials, sponsorship messages and/or participant handouts intended for distribution to children, parents and/or schools/OSHCS whilst representing the AASC program.
9. Where applicants breach any of the terms and conditions detailed above the ASC may, at its absolute discretion, suspend or terminate registration. In such a case, applicants will not be able to deliver activities within the AASC program.
10. The ASC collects personal information in the course of administering the AASC and this application process. In order to administer the AASC, the ASC may disclose your name, telephone number, address and details of the activities that you are registered to deliver to schools/OSHCS who are seeking to engage a person to deliver activities.
11. Applicants agree to participate in the AASC research and evaluation program upon request. This may include the ASC passing the information you provide to the ASC to independent researchers. These independent researchers may contact you in the future to invite you to participate in the research. Participants will generally be selected at random to participate in this evaluation.