



Australian Government
Australian Sports Commission

**ACTIVE AFTER-SCHOOL COMMUNITIES
COMMUNITY COACH TRAINING PROGRAM**

Coach's Workbook

**Active After-school
Communities**

Helping kids and communities get active

The Australian Sports Commission is the Australian Government body that develops and invests in Australian sport through the implementation of the Government's sport policy, Building Australian Communities through Sport. It was established by, and operates under, the *Australian Sports Commission Act 1989*. Its national leadership role is achieved through four operational areas: Australian Institute of Sport, Sport Performance and Development, Corporate Services, and Commercial and Facilities. The Australian Sports Commission forms part of the Communications, Information Technology and the Arts portfolio.

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 - *Game Sense: developing thinking players — a presenter's guide and workbook*, Australian Sports Commission, Canberra, 1994
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Other Active After-school Communities resources

In addition to this workbook, the following resources are available from the Australian Sports Commission and AASC state managers for use in the AASC Community Coach Training Program:

- *Active After-school Communities Community Coach Training Program Curriculum Document*
- *Active After-school Communities Community Coach Training Program Presenter's Kit*
- *Active After-school Communities Community Coach Assessor Training Program Assessor Manual*
- *Active After-school Communities Community Coach Assessor Training Program Assessment Tasks*
- *Active After-school Communities Community Coach Training Program External Learning Guide*
- *Active After-school Communities Indigenous Community Coach Training Program Presenter's Kit*
- *Active After-school Communities Indigenous Community Coach Training Program Participant Handouts*
- *Playing for Life resource kit.*

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Introduction

The Active After-school Communities program

The Australian Sports Commission on behalf of the Australian Government has developed the AASC program. This initiative aims to improve the physical activity levels of Australian primary school-aged children through a nationally coordinated after-school hours program. It provides opportunities for participation in quality, safe, fun and structured physical activity. Local communities have been identified as significant stakeholders in this program, which aims to stimulate their involvement in sport and to increase participation levels.

The AASC program relies on the involvement of local communities in delivering structured physical activity programs to primary school-aged children within the local primary school and/or Child Care Benefit (CCB) approved out of school hours care services (OSHCS).

The Active After-school Communities Community Coach Training Program

The AASC Community Coach Training Program has been designed to train coaches to deliver structured physical activity programs to primary school-aged children as part of the AASC program. In particular, it aims to help AASC community coaches understand the basics of:

- what motivates and engages children in physical activity (what children like and need)
- how to develop well-structured physical activity sessions through:
 - good planning
 - efficient organisation
 - effective communication and coaching techniques

that:

- establish positive relationships
- maximise the involvement and enjoyment of all children
- provide optimal development opportunities for children and families.

To qualify for registration as an AASC community coach with the Australian Sports Commission, coaches must successfully complete all written and practical components of the Community Coach Training Program modules and pass a police check. Professional coaches or contractors (coaches who are paid to provide structured physical activity programs) must also have professional indemnity and public liability insurance coverage.

The AASC Community Coach Training Program is run by the Australian Sports Commission, AASC state and regional coordinators, state departments of sport and recreation, and other approved agencies in each Australian state and territory.

About this workbook

This workbook has three major purposes:

- **an assessment tool for the AASC Community Coach Training Program** — this workbook outlines the practical and written assessment tasks that must be completed and, where appropriate, provides work sheets
- **a study guide and reference material for participants in the AASC Community Coach Training Program** — the workbook can be used to take notes during the course, to complete written activities, to reinforce key messages and as a study tool for participants when preparing for practical assessment tasks. It can also be used as a resource post-course
- **to promote an inclusive approach to coaching** — throughout the workbook there are short sections that highlight the inclusion of disadvantaged people or under-represented groups. This encourages a proactive approach that will increase opportunities for everyone.

The content of the workbook modules is closely aligned to the Community Coach Training Program modules. It is recommended that throughout the training program, participants follow each module in the workbook as it is delivered and make notes in the relevant sections. Reference material is provided in each module for participants to refer to.

Community Coach Training Program competency statements, assessment and overview

Competency statements

On successful completion of the AASC Community Coach Training Program, participants will be able to:

Plan and prepare

- Plan and prepare structured physical activity sessions that are relevant to the likes and needs of primary school-aged children, and are inclusive of all children
- Organise the human and physical resources necessary to conduct the physical activity sessions

Conduct

- Conduct structured physical activity sessions relevant to the likes and needs of primary school-aged children, and are inclusive of all children
- Communicate effectively and establish positive relationships with children, parents and others involved in the program
- Effectively manage time during the physical activity sessions to maximise participation
- Facilitate learning of the skills required to perform the physical activities

Monitor and review

- Observe and assess the children's performance
- Provide appropriate feedback
- Adjust activities to suit the needs of individual children
- Ensure the safety of self and others throughout and manage emergency situations

Evaluate

- Evaluate sessions and their own coaching behaviour, and modify as appropriate

Assessment

The AASC Community Coach Training Program requires candidates to successfully complete all written and practical components of the course as prescribed in the assessment summary.

A summary of the intended learning outcomes and assessment methods for each module is also provided on pages ix–x. The tasks employed to assess the competency of community coach candidates are included in the 'Assessment tasks' section in this workbook.

Active After-school Communities Community Coach Training Program assessment summary

MODULE NAME	LEARNING OUTCOMES At the completion of this module the coach will be able to:	ASSESSMENT METHOD
1 Active After-school Communities program overview	<ul style="list-style-type: none"> • Outline the objectives and structure of the AASC program • Describe the role of the AASC community coach • Outline the AASC community coach's ethical responsibilities • Demonstrate a comprehensive understanding of the Playing for Life philosophical approach to program delivery • Identify the key elements that engage and motivate primary school-aged children to participate in physical activity and barriers to participation • Identify measures of children's satisfaction 	No assessment for this module, however activities may be completed if required
2 Communication and behavioural management	<ul style="list-style-type: none"> • Demonstrate an understanding of the key stages of development for primary school-aged children and their implications for coaches • Demonstrate effective communication strategies for working with primary school-aged children • Develop supportive relationships with primary school-aged children • Manage individual behaviours of primary school-aged children • Demonstrate effective group organisation • Outline strategies to provide effective communication to other stakeholders (for example, parents, supervisors or teachers) 	Participation in role plays involving communicating with, and managing the behaviour of, small groups
3 Safe environments	<ul style="list-style-type: none"> • Outline the legal responsibilities of an AASC community coach • Identify and implement procedures for minimising risks associated with the delivery of the program 	<ul style="list-style-type: none"> • Completion of the Community Coach Training Program Module 3 Assessment Tasks • Practical — demonstration of risk assessment and management strategies incorporated in the Module 3 practical assessment
4 Nutrition and wellbeing	<ul style="list-style-type: none"> • Identify the components of a well-balanced diet for primary school-aged children involved in regular, structured physical activity • Identify the benefits of regular physical activity for the development of primary school-aged children 	Practical — discuss the information and demonstrate practical ways of applying it with a small group of participants

<p>5 Planning, preparing, delivering and reviewing Playing for Life activity sessions</p>	<ul style="list-style-type: none"> • Discuss the benefits and barriers related to the Playing for Life approach and consider strategies to overcome the barriers • Identify the importance of planning • Construct a Playing for Life session plan that engages, and is inclusive of, all children • Develop contingency plans that accommodate potential unplanned influences • Prepare for, and conduct, a Playing for Life activity session • Review and adapt the organisation of activities and coaching methods to meet the requirements of all children • Adapt sessions to meet children's needs over a term 	<p>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</p> <p>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 122 and 140–3 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</p> <p>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</p>
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Community Coach Training Program overview: summary of module outcomes

MODULE	ON COMPLETING THIS MODULE PARTICIPANTS WILL:	TIME (hours)
1 Active After-school Communities program overview	have a clear understanding of the AASC program, their role and responsibilities within the program, and the philosophy of the Playing for Life approach. They will also have an understanding of how to develop sessions that engage and motivate primary school-aged children to participate in physical activity and barriers to participation	1.0
2 Communication and behaviour management	have strategies for communicating effectively with, and managing groups of, primary school-aged children. They will also be able to communicate effectively with other AASC program stakeholders	2.0
3 Safe environments	be able to identify and implement strategies necessary to minimise the risk of injury and to manage injuries or emergency situations if they arise	1.25
4 Nutrition and wellbeing	be able to provide basic information to primary school-aged children on nutrition and wellbeing	0.75
5 Planning, preparing delivering and reviewing Playing for Life activity sessions	be able to effectively plan, prepare, deliver and review Playing for Life activity sessions	6.0
Total duration		11.0