



**Australian Government**  
**Australian Sports Commission**

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

# Presenter's Manual

**Active After-school  
Communities**

Helping kids and communities get active



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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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- the authors of the *Disability Education Program Presenter's Kit* (Australian Sports Commission, Canberra, 2005)
- the authors of the following Game Sense resources:
  - *Game Sense: developing thinking players — a presenter's guide and workbook*, Australian Sports Commission, Canberra, 1994
  - *Game Sense: developing thinking players*, video recording, Australian Sports Commission, Canberra, 1997
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## Other Active After-school Communities program sources

In addition to this presenter's kit, 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 Coach's Workbook*
- *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 School/Out of School Hours Care Service Roles and Responsibilities*
- *Active After-school Communities Frequently Asked Questions*
- *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. AASC therefore aims to stimulate local community 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-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.

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.

### **Presenters**

Presenters of the AASC Community Coach Training Program must have:

- attended a course presenter, train-the-trainer or presentation skills course (for example, the Certificate IV in Assessment and Workplace Training and, ideally, the AASC Community Coach Training Program presenter's course)

and

- have, as a minimum, an AASC community coach qualification

or

- be a recognised specialist in the field in which they are presenting, with a minimum of two years of practical experience.

Course assistants must also have, as a minimum, an AASC community coach qualification.

All presenters are required to continually improve their professional and teaching qualifications. Each presenter should attend an AASC Community Coach Training Program presenter's course. The Australian Sports Commission and its state affiliates will conduct these courses annually.

Presenters should also strive to improve their professional and teaching qualifications. The Australian Sports Commission and AASC state and regional coordinators will assist presenters with this.



## About this manual

This manual is designed to help AASC Community Coach Training Program presenters to plan and conduct courses. The information here and the associated training aids are relevant for anyone approved to conduct AASC Community Coach Training Program courses. It will help presenters to deliver a practical and interactive course, and a learning environment that fully engages and motivates participants, maximises learning and is satisfying to both participants and presenters.

A presenter's goal is to develop community coaches who can provide similarly engaging and motivating physical activity programs to primary school-aged children that will encourage the children (and their families) to make a healthy lifestyle — that is, good nutrition and physical activity — a habit for life.

The material and activities provided here are a guide. It is expected that, over time, presenters will add their own touches as they experiment successfully with the activities.

In the future, there will be opportunities for presenters to share their course experiences and ideas about conducting the courses so that the content, activities, presenter's kit and training of presenters can be improved.

## How to use this manual

The manual is divided into seven sections:

- Introduction
- About this manual
- Competency statements, assessment and overview
- Modules
- Appendixes
- Assessment tasks and tools
- PowerPoint/overhead transparency masters.

### Introduction

This section provides a brief overview of the AASC program, the Community Coach Training Program, and the qualification and training requirements for presenters.

### About this manual

This section explains the purpose and structure of the manual and how to use it; various delivery methods, and the advantages and disadvantages of the methods; advice on maximising the effectiveness of a presentation; and the responsibilities of presenters.

### Competency statements, assessment and overview

This section explains the competencies that are developed in participants who successfully complete the training program, and the assessment tasks that participants are required to successfully complete.

### Modules

Each module outlines the required resource checklist, the broad and more specific learning outcomes, background information, methods of delivery, content, tips, assessment tasks, a summary and required PowerPoint/overhead transparency masters.

## Appendixes

All of the appendixes for this document are located in this section. They include appendixes for each module plus a list of recommended resources, a template for developing a module running sheet, a course evaluation form (for participants) and forms for presenters to make self-evaluations. Appendixes for each module cover useful information and assessment work sheets.

## Assessment tasks and tools

The assessment tasks and any required assessment tools for each module are located in this section.

## PowerPoint/overhead transparency masters

The PowerPoint/overhead transparency masters for each module are located in this section. There are a large number of PowerPoint slides/overhead transparencies provided. Do not feel obliged to use all of them! Additional slides have been included to assist less-experienced presenters when they first start delivering the course. It is important to emphasise, however, that the aim of all presenters should be to quickly progress to a point where there is minimal reliance on PowerPoint slides/overhead transparencies. Ideally slides or transparencies should be used to punctuate your course delivery (that is, highlight major points), not as a base for your entire delivery. Remember, the philosophy of the course is to learn through participation and by doing, not by reading slides or transparencies.

## Flexible delivery

The AASC Community Coach Training Program is flexible. Presenters can deliver the information module by module, as reflected in the curriculum. They are also free to bundle the information to suit themselves or a particular group of participants. In addition, as a result of the Recognition of Current Competencies process, some participants will only need to complete Modules 1 and 5. Participants who are required to complete all five modules have the option of completing Modules 2, 3 and 4 in a face-to-face course (that includes all five modules) or externally, through home study.

The main thing is to cover all the learning outcomes and to make use of the various delivery strategies. It is particularly important to get participants involved in practical activities that will help them to remember, and learn how to apply, the information.

Please note that this manual has more information and activities than presenters will need. This deliberately ensures, first, that presenters have all the required background information necessary to deliver the course and, second, gives presenters greater choice in how they run their courses. This means presenters can take into account:

- the nature, knowledge and background of the course participants
- their own confidence with different delivery methods
- the time available to run the session.

There is a module running sheet template at Appendix 7 that presenters can use to develop a brief outline of the presentation of each module. It outlines timing, key content, activities and resources required for a presentation. This template can also be used to customise a module or course to meet the needs of a particular group of participants. Choose the key content and particularly activities according to their background and needs.

At the beginning of each module (or course, depending on the circumstances), presenters and any co-presenters should introduce themselves, and outline their backgrounds and current roles. They should also discuss housekeeping issues, such as where the toilets are, when any breaks will be, that mobile phones should be turned off and the like.

## Key tips for presenters

The AASC program aims to provide primary school-aged children with structured physical activity programs that are engaging and motivating, and that maximise the participation and inclusion of all children.

If AASC community coaches are to learn to develop and deliver programs that are based on these aims, it is important that the Community Coach Training Program is delivered to them in the same manner. As the saying goes:

- We hear, we forget.
- We see, we remember.
- We do, we understand.

The key requirements for presenting a successful course (or session) that is satisfying and beneficial for both the participants and the presenter can be summed up as:

- Know the material being presented 'back to front' — this allows the presenter to focus on delivering the information in the most effective (dynamic and interactive) manner.
- Be aware of the key messages for each module and the overall program, and reinforce them regularly.
- Limit the use of the formal lecture and PowerPoint slides/overhead transparencies. When they are used, ensure some application of the content takes place.
- Make the course as interactive and practical as possible — have the participants learn by doing, rather than by watching or listening.
- Get participants to do things and then discuss them, rather than providing the theory and then having them try things.
- Acknowledge and draw out the participants' contribution to the learning process. Encourage them to share their experiences and ideas.
- Emphasise the development of competence over knowledge.
- Use a variety of delivery methods to help maintain interest and maximise learning. Use and encourage questions, use demonstrations and make observations, view video clips and respond to them, use exercises, and try to create an environment that is friendly and has humour.
- Strive to become a more versatile presenter. Use familiar delivery methods at first, but try to develop skills across the range of methods.

## Know the audience<sup>1</sup>

To maximise the group's learning and enjoyment, presenters need to mould the course to suit the participants. There are several ways presenters can learn about the needs of each group.

### Before the course

- Send a questionnaire to everyone who registers for the course. Ask about their past experience and current involvement with coaching and related courses, sporting or recreational background, sporting memberships and affiliations, age, educational background, employment and preferred learning styles.
- Ask for all or some of the above information on the course registration form.

### At the course

Before the course begins, write some reasons for attending the course on pieces of butcher's paper. Examples include:

- I came to learn more about working with children in physical activities.
- My school sent me because it will run an AASC program.
- I came because I want to improve my coaching skills.
- I need ideas to help me run programs that include everyone.

1 This section has been adapted from Australian Sports Commission 2005, *Disability Education Program Presenter's Kit*, ASC, Canberra.

Post these sheets around the room and ask participants to stand near the sheet that best describes their reason for attending.

As an alternative and as part of participant introductions, ask each person to briefly outline their experience in the area and identify one thing they would like to get out of the workshop.

## Delivery methods<sup>2</sup>

There are many ways to facilitate learning in a group. The delivery method a presenter chooses will depend on the topic, the audience, the presenter's strengths and what is available to them at the time of the course.

The following are examples of delivery methods (learning situations) that presenters may use. Presenters should use methods that suit them. They should also develop their skills over time, so they are able to use a wider range of delivery methods and become more versatile and flexible as a presenter.

### Presentation

A presentation is one-way oral communication with a passive audience.

- It is a good method for large audiences.
- It is not a good method for interacting with an audience.
- It can be used in a classroom or on the field.
- In a practical setting, it is a good way to summarise key points and check for audience understanding.
- It can be used for all levels of coach education.
- It is a good way to change the tempo of a practical activity, allowing participants a moment to catch their breath.
- Combined with practical activity, it is a good way to ensure repetition of the session content.

#### TIP!

Short presentations (5–15 minutes) can be used to deliver key points, and should be interspersed with other activities.

### Brainstorming

Brainstorming is a common technique used to collect people's ideas and thoughts on an issue or topic. It helps get people involved in an activity in a non-threatening way.

- It is a good way to tap into the creativity of the group and extract as many ideas as time allows.
- It promotes lateral thinking and generates a lot of ideas.
- Make sure the question asked of the group is unambiguous and clear.
- Record the ideas in a few words or short sentences on a whiteboard or butcher's paper.
- Ask each person in the group for a response, but let people know it is okay to pass.
- Discuss and prioritise the ideas after the brainstorm is exhausted.
- Use a later session to refine the preferred ideas.

#### TIP!

Set a time limit. Encourage all ideas, except negative ones. Avoid discussion, interpretation and criticism of ideas during the brainstorm.

<sup>2</sup> This section has been adapted from Australian Sports Commission 1999, *Beginning Coaching: coaching principles presenter's kit*, ASC, Canberra; Australian Sports Commission 2005, *Disability Education Program Presenter's Kit*, ASC, Canberra.

### Group work

Group work is used to discuss a set topic, case study or scenario. It is another non-threatening way to stimulate thoughts and ideas.

- It is a useful way to bring out the strengths and knowledge of the participants.
- Split the large group into smaller groups of four to eight people. Have the people in the small groups sit so they have eye contact with one another.
- Make sure the task asked of the small groups is unambiguous and clear. Write it on a whiteboard so the groups can refer to it.
- Have each group appoint a facilitator and a recorder.
- Set a time limit. Monitor progress and let groups know when time is running out.
- Have recorders give feedback to the large group verbally and allow them to supplement their presentations with an overhead transparency, butcher's paper or a demonstration.
- Allow sufficient time for reporting to the large group, but avoid having the same point made twice. It is useful to take one comment at a time from each small group, so that they all have a chance to contribute.

#### TIP!

Participants may have little or no knowledge of the topic being discussed. Try to ensure they are not sharing inaccurate information.

### Case study

A case study is a useful problem-solving tool.

- Split the large group into smaller groups of four to eight people. Have the people in the small groups sit so they have eye contact with one another.
- Have each group appoint a facilitator and a recorder.
- Set a time limit. Monitor progress and let groups know when time is running out.
- Provide a specific scenario and ask participants to determine how they would deal with the situation.
- Have recorders give feedback to the large group verbally and allow them to supplement their presentations with an overhead transparency, butcher's paper or a demonstration.
- Allow sufficient time for discussion in the large group, but avoid having the same information discussed twice. It is useful to take one comment at a time from each small group, so that they all have a chance to contribute.

#### TIP!

All information about the scenario can be provided at the beginning of the exercise, or points can be added as the discussion progresses.

### Interactive video

Video is a useful and powerful tool in coach education. Interactive video is good because it promotes audience involvement using the content of a particular video.

- Presenters should view a video before using it in a course. This allows them to identify major points to make, and to determine good places to pause the video for discussion.
- Develop questions or work sheets that can be used to lead participants into discussion.

## Demonstration

Demonstration is an important tool in coach education — and something coaches themselves use to teach others.

- Use a demonstration to help participants understand skills and techniques.
- A demonstration followed by a workshop activity is a good way to teach instructional strategies and group management practices.
- When possible, have participants practise the task, observe others practising the task, and give or receive feedback.

## Role play

In a role play, a simulated situation is created and acted out. It enables participants to modify or develop, with guidance, various behaviour. It helps improve people skills and lets participants hear other views.

- Introduce the 'script' and describe the characters to be played.
- Avoid having too many props.
- If necessary, interrupt the role play to allow for discussion.
- If appropriate, run the role play more than once, with different players.
- Conduct a debrief at the conclusion. This can be very important if participants have become emotionally involved.

### TIP!

Some participants may not want to participate. Respect this right.

## Question and answer

A question and answer approach is an excellent way to promote discussion and involve an audience.

- Prepare some questions in advance, avoiding questions that can be answered with a 'yes' or 'no'.
- Ask individual and group questions. This helps to keep people alert and interested.
- Encourage participants to ask questions.
- Presenters should answer questions put to them as honestly and accurately as possible, and avoid expressing too much personal opinion.
- Presenters should open an issue to debate if they are unsure or think someone else will be able to answer more accurately.

### TIP!

Often there is no right or wrong answer, but plan how to deal with a wrong answer in a positive way.

## Icebreakers and energisers

An icebreaker is a practical activity usually used at the beginning of the course. It encourages participants to relax and get to know one another (for example, when they introduce themselves they may tell about their background and their reasons for attending the course).

An energiser is usually a fun activity that can be done any time during the course. It is particularly useful when the group needs to re-focus on a task or seems to need a pick-me-up.

- Use games as energisers to teach skills, tactics, instructional methods and group management techniques.
- Ensure that the group will not resent doing energisers.
- Offer close supervision and ensure safety requirements are met.
- Allow enough time for icebreakers and energisers, but do not let them overtake course content.
- Provide opportunities for feedback.

### TIP!

If participants already know each other well, there may be no need for an icebreaker.

## Training aids

TRAINING AID	TIPS	ADVANTAGES	DISADVANTAGES
<p><b>Overhead projector</b></p>	<ul style="list-style-type: none"> <li>• Practise using the visual, including where to stand</li> <li>• Do not base an entire course on overhead transparencies</li> <li>• See tips for the data projector</li> </ul>	<p>The overhead projector:</p> <ul style="list-style-type: none"> <li>• is a flexible, useful tool for the coach educator</li> <li>• is cost effective and efficient to use</li> <li>• works in most light conditions</li> <li>• is portable</li> <li>• is durable</li> <li>• lets the presenter face the audience</li> <li>• can link to a computer</li> <li>• templates can be reproduced as a handout for the audience.</li> </ul>	<p>The overhead projector:</p> <ul style="list-style-type: none"> <li>• may obscure the view of some of the audience</li> <li>• can be a problem if used for every session.</li> </ul>
<p><b>Data projector</b></p>	<ul style="list-style-type: none"> <li>• Keep it simple (one concept per slide)</li> <li>• Only note key points</li> <li>• Alternate or combine text and graphics</li> <li>• Choose a sans serif font such as Arial. Use a maximum of two fonts. Font size should be 40-point for headlines and 30-point for text</li> <li>• Use sparingly. Do not base an entire course on slides</li> <li>• Avoid using after meals</li> </ul>	<p>The data projector:</p> <ul style="list-style-type: none"> <li>• is a flexible, useful tool for the coach educator</li> <li>• slides can be readily made and distributed on CD</li> <li>• works in most light conditions</li> <li>• is portable</li> <li>• is durable</li> <li>• lets the presenter face the audience</li> <li>• slides can be reproduced as a handout for the audience</li> <li>• slides are easier to produce than traditional slides.</li> </ul>	<p>The data projector:</p> <ul style="list-style-type: none"> <li>• is more expensive equipment</li> <li>• may be less readily available</li> <li>• may require more training</li> <li>• can have more things go wrong than with an overhead projector</li> <li>• can be overdone.</li> </ul>
<p><b>Whiteboard</b></p>	<ul style="list-style-type: none"> <li>• Talk to the class, not the whiteboard</li> <li>• Use it as an aid in practical field settings</li> <li>• Use vertical lines to divide the board into sections and avoid a jumble of information</li> <li>• Erase existing work, rather than write in the gaps</li> <li>• Prepare the work before the class begins and reveal at the appropriate time in the lesson</li> <li>• Take spare pens</li> </ul>	<p>The whiteboard:</p> <ul style="list-style-type: none"> <li>• helps the group to focus on key issues</li> <li>• graphics can complement the spoken message</li> <li>• display can be prepared before the class begins</li> <li>• is somewhat portable.</li> </ul>	<p>The whiteboard:</p> <ul style="list-style-type: none"> <li>• is not as easy to write on as other surfaces</li> <li>• can be ruined by non-erasable pens</li> <li>• pens can dry out at a bad time</li> <li>• pens mean the presenter breathes solvents.</li> </ul>

<p><b>Flip charts and butcher's paper</b></p>	<ul style="list-style-type: none"> <li>• Use Blu Tack to fix butcher's paper to walls</li> <li>• See notes on the use of the whiteboard</li> <li>• Only record key points</li> <li>• Add a title to each page</li> <li>• Ensure that handwriting can be read from the back of the classroom</li> <li>• Use broad-tip markers</li> <li>• Ensure the clamp will hold the paper on the flip charts, and bring spare fold-back clips</li> <li>• Use in any learning situation where participants need to:             <ul style="list-style-type: none"> <li>– note key points</li> <li>– solve a problem</li> <li>– engage in critical thinking</li> <li>– remain active during a modified lecture</li> </ul> </li> </ul>	<p>Flip charts and butcher's paper:</p> <ul style="list-style-type: none"> <li>• are easy ways to record thoughts of smaller groups, which are then shared with the larger group</li> <li>• are portable</li> <li>• are easy to prepare</li> <li>• can be mixed and matched with other training aids</li> <li>• can be posted around the room</li> <li>• allow the information to be kept and displayed</li> <li>• are useful for pre-prepared notes and illustrations that are progressively revealed</li> <li>• can be used outside the classroom setting.</li> </ul>	<p>Flip charts and butcher's paper can give a poor result if the presenter's handwriting is not easy to read.</p>
<p><b>Work sheets</b></p>	<p>Use in any learning situation where participants need to:</p> <ul style="list-style-type: none"> <li>• note key points</li> <li>• solve a problem</li> <li>• engage in critical thinking</li> <li>• complete an exercise for the purpose of self-assessment</li> <li>• interact with a video</li> <li>• remain active during a modified lecture</li> </ul>	<p>Work sheets:</p> <ul style="list-style-type: none"> <li>• are a good way to keep the presenter and the group focused on the task</li> <li>• provide a useful written record that can be taken home</li> <li>• are a good self-assessment tool</li> <li>• can be used for self-paced home study</li> <li>• can be time savers</li> <li>• are a way to engage the audience in active learning.</li> </ul>	<p>Work sheets:</p> <ul style="list-style-type: none"> <li>• can, if poorly designed, encourage participants to record trivial information</li> <li>• take time to prepare.</li> </ul>
<p><b>Handouts</b></p>	<ul style="list-style-type: none"> <li>• Use to complement the spoken word</li> <li>• Use to limit the need for detailed note taking (keeping in mind that some note taking keeps the class active)</li> <li>• Number the pages</li> <li>• Avoid making the distribution of handouts a distraction</li> </ul>	<p>Handouts:</p> <ul style="list-style-type: none"> <li>• provide a useful record that can be taken home</li> <li>• can be used for self-paced home study</li> <li>• can be time savers</li> <li>• are a way to engage the audience in active learning.</li> </ul>	<p>Handouts take time to prepare.</p>

Adapted from Australian Sports Commission 1999, *Beginning Coaching: general principles presenter's kit*, ASC, Canberra.



## Presenter's responsibilities<sup>3</sup>

The key components of a successful course are:

- good preparation
- the quality of the delivery strategy
- the participants' ability to apply the principles demonstrated during the course to their own physical activity programs
- fun and enjoyment.

### Preparation

As part of good preparation, presenters need to:

- book a venue that is appropriate for the planned learning activities and accessible to all participants
- ensure they have adequate access to the venue for any set-up required
- send out registration forms and gather information on participants' needs
- collect or make arrangements to collect course fees
- provide appropriate resource materials
- make arrangements for breaks and refreshments when required.

### Equipment and training aids

Presenters will need to organise:

- enough appropriate equipment to carry out the planned activities (or ask participants to bring their own equipment)
- an overhead and/or data projector and screen, overhead transparencies and/or PowerPoint slides
- a television and video cassette player (and leads), videos and video clips
- a whiteboard and/or butcher's paper, marker pens, bull clips and Blu Tack
- first-aid equipment.

Check that all equipment is in working order and that there is adequate access to any equipment being provided by the venue.

### Other resources

Identify and collect other resources that are needed for each module. These may include:

- *Active After-school Communities Community Coach Training Program Curriculum Document*
- *Active After-school Communities Community Coach Training Program Coach's Workbook*
- *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 School/Out of School Hours Care Service Roles and Responsibilities*
- *Active After-school Communities Frequently Asked Questions*
- *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.

3 This section has been adapted from Australian Sports Commission 1999, *Beginning Coaching: general principles presenter's kit*, ASC, Canberra.

# 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 which 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 which 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 time
- 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 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 18–19. The tools that will be employed to assess the competency of community coach candidates are included in each relevant module.

## Active After-school Communities Community Coach Training Program assessment summary

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

<p><b>5</b> Planning, preparing, delivering and reviewing Playing for Life activity sessions</p>	<ul style="list-style-type: none"> <li>• Discuss the benefits and barriers related to the Playing for Life approach and consider strategies to overcome the barriers</li> <li>• Identify the importance of planning</li> <li>• Construct a Playing for Life session plan that engages, and is inclusive of, all children</li> <li>• Develop contingency plans that accommodate potential unplanned influences</li> <li>• Prepare for, and conduct, a Playing for Life activity session</li> <li>• Review and adapt the organisation of activities and coaching methods to meet the requirements of all children</li> <li>• Adapt sessions to meet children's needs over a term</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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 performance checklist provided on page 128 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</li> <li>• 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</li> </ul>
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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	<ul style="list-style-type: none"> <li>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</li> </ul>	1.0
2 Communication and behaviour management	<ul style="list-style-type: none"> <li>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</li> </ul>	2.0
3 Safe environments	<ul style="list-style-type: none"> <li>be able to identify and implement strategies necessary to minimise the risk of injury occurring and to manage injuries or emergency situations if they arise</li> </ul>	1.25
4 Nutrition and wellbeing	<ul style="list-style-type: none"> <li>be able to provide basic information to primary school-aged children on nutrition and wellbeing</li> </ul>	0.75
5 Planning, preparing, delivering and reviewing Playing for Life activity sessions	<ul style="list-style-type: none"> <li>be able to effectively plan, prepare, deliver and review Playing for Life activity sessions</li> </ul>	6.0
TOTAL DURATION		11.0