



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

**COACH'S WORKBOOK**

# Module 1

Active After-school  
Communities program  
overview

**Active After-school  
Communities**

Helping kids and communities get active

# Community Coach Training Program Module 1

**Module time: 1 hour**

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# Active After-school Communities program overview

On completing this module, course participants will have a clear understanding of the Active After-school Communities (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 the factors that engage and motivate primary school-aged children to participate in structured physical activity programs and the barriers to participation.

## SPECIFIC LEARNING OUTCOMES

On completing this module, course participants will be able to:

- 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 relevant performance indicators of children's satisfaction.

The AASC program is all about enhancing the physical activity of Australian primary school-aged children by providing increased opportunities for regular, structured physical activity that is engaging, motivating and safe. The Community Coach Training Program is concerned with teaching coaches to provide this to primary school-aged children. Why implement these programs? What are the benefits of providing regular, structured physical activity that is engaging and motivating to primary school-aged children?

## 1.1 Benefits of structured physical activity for children

### ACTIVITY 1.1: BENEFITS OF STRUCTURED PHYSICAL ACTIVITY FOR CHILDREN

What are the benefits of structured physical activity for  
a children?

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b families?

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**c** communities?

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**d** Which primary school-aged children benefit from structured physical activity?

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## 1.2 What is the Active After-school Communities program?

The increasing incidence of childhood obesity and sedentary behaviour, societal changes that have impacted on the ability of families to support extracurricular activities, the decline in daily physical education in Australian schools due to crowded curriculums, and declining participation levels in sport have highlighted a need to provide structured physical activity programs for primary school-aged children.

The AASC program is delivered nationally to children enrolled in Australian primary schools and Child Care Benefit (CCB) approved out of school hours care services (OSHCS) during the timeslot of 3.00pm to 5.30pm. The program is designed to engage traditionally non-active children in structured physical activities and to develop links between local community organisations and sporting and recreation clubs. It is part of the Australian Government's \$116 million Building a Healthy, Active Australia package.

### 1.2.1 Aims and objectives of the Active After-school Communities program

The AASC program provides increased opportunities for children to be physically active, improve motor skill development and participate in safe, fun and supervised activities during the after-school hours. The overall aims and objectives of the program are outlined on the next page.

### Aims

- To increase the physical activity levels of Australian primary school-aged children through a nationally coordinated program
- To provide increased opportunities for participation in quality, safe, fun, inclusive and structured physical activities
- To grow community capacity (in other words, to help communities develop the capacity to provide structured physical activity programs for children) and to stimulate local community involvement in structured physical activity

### Objectives

- 3250 Australian primary schools and/or CCB approved OSHCS to participate in the AASC program
- 150 000 Australian children to participate in the AASC program (approximately 50 children per school/CCB approved OSHCS)

## 1.2.2 Emphasis of the Active After-school Communities program

The AASC program:

- focuses on mobility skill and motor skill development
- uses a Playing for Life approach (which maximises participation and learning)
- is school/OSHCS focused and directed
- emphasises the development of community networks and partnerships to create sustainable programs and pathways that encourage lifelong participation in structured physical activity.

## 1.2.3 Structure, implementation and delivery strategies

AASC programs:

- will be delivered by Australian Sports Commission-registered deliverers (community coaches or people who have demonstrated the required competencies, have met other requirements [for example, police checks], and are registered with the Australian Sports Commission)
- will be delivered in the after-school timeslot of 3.00pm to 5.30pm
- must offer between two to three sessions per week
- will be delivered in eight-week blocks per term (except Tasmania, where ten-week blocks will be delivered over three terms).

**These parameters may be modified where necessary to meet local needs (for example, remote or Indigenous communities, enrolment numbers, etc.).**

Schools/OSHCSs that are selected to be involved in the AASC program will be able to apply for a funding grant to cover the costs incurred in the program's delivery.

Each school/OSHCS will have a dedicated regional coordinator to assist them to complete the grant application form and to link with potential program deliverers and community resources.

The school/OSHCS, in consultation with their regional coordinator, will determine what structured physical activity programs are delivered. This choice will be determined by a number of factors including:

- environment
- age and ability level of children
- identified barriers to involvement in structured physical activity programs
- inclusion principles
- special need considerations
- local community resources.

The regional coordinator will work with the school/OSHCS to ensure that the programs delivered are varied, fun, achieve maximum participation and provide opportunities for pathway development and growth at the community level.

### 1.2.4 Benefits of community networks

The AASC program focuses on local community networks:

- to grow community capacity (that is, to help communities develop the capacity to provide structured physical activity programs for children, for example, by developing local skills, involving volunteers, providing a 'meeting place' for people to come together, developing links between local organisations) and stimulate local community involvement in structured physical activity
- in an effort to create a program that is sustainable over the long term.

#### ACTIVITY 1.2: COMMUNITY NETWORKS

What local community networks might be useful in the delivery of your physical activity programs? Either list their names or, if you prefer, you could draw a 'mud map' of your community with all the networks represented.

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## 1.3 What is the Active After-school Communities Community Coach Training Program?

### 1.3.1 Purpose of the Community Coach Training Program

The AASC Community Coach Training Program has been developed to train coaches to design and deliver structured physical activity programs for primary school-aged children within the AASC program.

Anyone may apply to undertake the Community Coach Training Program and/or deliver AASC programs — schoolteachers, OSHCS staff, development officers from national sporting organisations/state sporting associations, local club personnel, local government staff, parents, private providers, university students and high school students. Generally, candidates must be at least 16 years of age on completion of Community Coach Training Program requirements to be eligible for registration. However, younger candidates may be considered if they can demonstrate their suitability to successfully fulfil the role of an AASC community coach.

### 1.3.2 Emphasis of the Community Coach Training Program

The emphasis of the Community Coach Training Program is on teaching people to provide structured physical activity programs that are fun, safe and maximise the participation and inclusion of all children, and encourage a lifelong involvement in physical activity.

### 1.3.3 Course content and assessment

With this in mind, the Community Coach Training Program is based on a combination of National Coaching Accreditation Scheme Level 1 General Coaching Principles and the Playing for Life philosophy. It also has an emphasis on management and delivery strategies for primary school-aged children of mixed ages and abilities.

The Community Coach Training Program is comprised of five modules and involves approximately 12 hours of theory and practical work (approximately 11 hours of coursework and one hour of homework).

CORE MODULES	APPROXIMATE DURATION	MODULE DELIVERY
1 Active After-school Communities program overview	1.0 hour	In-training program
2 Communication and behaviour management	2.0 hours	In-training program
3 Safe environments	1.25 hours	In-training program
4 Nutrition and wellbeing	0.75 hours	In-training program
5 Planning, preparing, delivering and reviewing Playing for Life activity sessions	6.0 hours	In-training program
Total duration	11.0 hours	

In order to obtain a community coach qualification, coaches are to successfully complete the written and practical requirements for all five modules **or** demonstrate that they already have the required competencies (see the *Community Coach Training Program Curriculum Document* or an AASC regional coordinator for an outline of the recognition of current competencies policy and procedures, including an application form).

### 1.3.4 What happens after successful completion of the course?

Once participants have successfully completed the requirements for the AASC Community Coach Training Program qualification (or demonstrated the required competencies), they will need to register with the Australian Sports Commission to deliver programs in schools/OSHCSs (see the AASC Application for Probationary Registration [Form for Sole Operators and Form for Organisations] and the AASC Frequently Asked Questions document, or speak to a regional coordinator).

Once registered with the Australian Sports Commission, all community coaches will have a three-month probationary period. During this time, coaches are required to complete a practical assessment with their regional coordinator. On successful completion of this task, coaches will be provided with full registration, which will be evaluated each term by the regional coordinator.

## 1.4 Key roles and responsibilities of the Active After-school Communities community coach

If coaches are to perform effectively in AASC programs, it is essential that they understand the roles and responsibilities of the coach in AASC programs.

### ACTIVITY 1.3: KEY ROLES AND RESPONSIBILITIES OF THE ACTIVE AFTER-SCHOOL COMMUNITIES COMMUNITY COACH

What are the key roles and responsibilities of the AASC community coach?  
What actions will you take to ensure that you meet these responsibilities?

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Hint for Activity 1.3: see Appendix 1.1 for a copy of the AASC Community Coach's Code of Ethics.

It is important to understand that coaching children in the AASC program is nothing more than best practice (that is, good-quality) coaching.



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### 1.6 What do children enjoy about structured physical activity?

If coaches are to provide children with structured physical activity programs that they find fun, motivating and engaging, it is important to first understand what it is that children enjoy about physical activity (what it is that makes them want to get and stay involved) and some of the barriers to participation. By understanding these things, coaches can develop and offer physical activity programs that will meet children's needs.

**ACTIVITY 1.5: PARTICIPATION AND BARRIERS TO PARTICIPATION**

**a** What do you think children aged 5 to 12 years enjoy most about structured physical activity? What keeps them coming back for more?

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**b** What **do** children aged 5 to 12 years enjoy most about structured physical activity? What keeps them coming back for more?

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- c Why might children drop out of sport or physical activity programs or not get involved in the first place?

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- d What does this mean for you as a coach of primary school-aged children?

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The things adults often think are important (such as beating opponents and receiving trophies and medals) often feature quite low on children's reasons for enjoying structured physical activity.

For the most part, children drop out of physical activity when their needs (such as being with friends, learning new skills and having fun) are not met. Other reasons why children do not participate in physical activity include a lack of parental interest, inability of parents to afford either the time or money to take children to extracurricular activities, a lack of interest in sport on the part of the child or in the after-school options available.

Coaches of primary school-aged children need to provide physical activity sessions and programs that:

- are fun
- allow the children to make new friends or play with their friends
- teach children new skills and confidence
- are challenging, maximise their involvement, and give them a chance to be successful (getting something right or doing something better than last time).

In addition, there needs to be a range of different options available for children, including activities that focus on play and games rather than on the training and competition of traditional sports. Activities also need to be no or low cost, safe and easily accessible after school.

#### TIP!

A key point for coaches to understand is that 'children's perceived competence is more important than their actual ability in encouraging continuing participation in sport and physical activity'. In other words, how well children feel they are doing is more important than how they are actually doing. If they feel good about what they are doing they will want to keep taking part.

## 1.7 What is Playing for Life and how does it fit into the Active After-school Communities program?

### 1.7.1 The focus of Playing for Life

Children love to play games. How many times have coaches heard the cry 'When can we play a game?'. Playing for Life is an approach to coaching that is 'game centred' rather than the traditional 'technique centred'.<sup>1</sup> It makes the game (rather than the technique or technique drills) the focus of an activity session.

Playing for Life activities have a multi-skill, general physical activity focus, but can also be designed with a specific sport in mind, where appropriate.

### 1.7.2 The coach's role

In the Playing for Life approach to coaching, the coach is more a facilitator than a director. They create situations where the children have to find solutions for themselves. The coach guides, rather than directs, children in their understanding and playing of a game. They design activities and games that progressively challenge and motivate children to develop an understanding of the strategies, skills and rules required to succeed. This role is in contrast to that of the traditional coach who directs all of the actions of participants and who tends to focus on technique drills before considering the actual playing of a game.

This change in role in the Playing for Life approach — facilitator rather than director — should not be considered a lesser role for the coach. In fact, it requires greater planning of activities and organisation on the part of the coach to achieve such a role (*Beginning Coaching: general principles*, 3rd edn, Australian Sports Commission, Canberra, 2004). It can take some practice to use the Playing for Life approach effectively, particularly for coaches who have grown up with the traditional approach to coaching. It is easy to fall back into old habits. The benefits of the Playing for Life approach, however — to be discussed in the next section — make persistence with the Playing for Life approach worthwhile.

### 1.7.3 Why use the Playing for Life approach?<sup>2</sup>

There are many reasons for using a game-centred approach. These include:

- **promoting maximum participation** — because children learn more by doing rather than listening to instructions, participation is maximised. This is a key to children remaining involved in structured physical activity
- **promoting long-term learning** — if children discover things for themselves, then they are more likely to learn from the experience and retain the information longer
- **catering for all ability levels** — by encouraging children to choose the level at which they wish to play (for example, a child may choose to bat off a tee, while another can bat a pitched ball). The emphasis is less on the textbook execution of the technique and more on the child developing an understanding of the tactical aspects of the game or activity. The child does not have to be a 'master technician' in order to succeed. As a result, more children are likely to be encouraged to maintain their involvement because they have more opportunity to succeed
- **assisting the beginner coach with limited technical knowledge of a game or activity and inexperience in group management** — for instance, for these coaches:
  - it is more appropriate to set challenges for children through games or activities rather than conduct technique-based sessions (which may be incorrect due to lack of technical knowledge)
  - management is often easier if the children are having fun
  - positive social interaction between children and coaches is encouraged — it promotes affiliation (that is, feeling part of a team or group)
  - helps develop more skilful children (that is, children who can adapt to changes in their environment)
- **it encourages the child's appreciation of the need for rules** — that is, rules are there to make the game better, not to prevent us from doing things.

<sup>1</sup> The Playing for Life approach to coaching is based on the Game Sense approach that was developed in an effort to engender better skills in team sport players. For more information on Game Sense, refer to the resources listed in the Recommended Further Reading section of this workbook.

<sup>2</sup> This section has been adapted from den Duyn, N 1997, *Game Sense: developing thinking players — a presenter's guide and workbook*, Australian Sports Commission, Canberra.

In summary, the Playing for Life approach:

- provides more opportunity for children to be maximally engaged in physical activity (it maximises participation)
- allows children of **all** abilities to participate, enjoy and contribute to the game or activity
- promotes long-term learning.

All of these factors may motivate the child to participate in structured physical activity over the long term.

**Key points: Playing for Life**

- The focus of the activity session is on the game not the technique (that is, the whole activity not just a part).
- The coach's role is to create situations where the children have to find the solutions for themselves (that is, how to succeed). The coach's role is that of a facilitator, not a director.
- The coach presents the children with activities that progressively challenge and motivate them to develop an understanding of the strategies, skills and rules required to succeed.
- Playing for Life activities promote long-term learning, maximise participation and are fun, motivating and engaging for children from a wide range of abilities.

#### 1.7.4 How does the Playing for Life approach fit into Active After-school Communities?

A key aim of the AASC program is to enhance the physical activity of primary school-aged children, particularly those who, traditionally, have been inactive. Another aim is to develop in children a love of physical activity that will motivate them to be active throughout their life.

AASC and the Community Coach Training Program have adopted the Playing for Life approach because it assists coaches to provide programs that best meet the wants and needs of primary school-aged children and that encourage them to develop a love of physical activity for life.

## 1.8 How to tell if children are enjoying the program

### 1.8.1 Measures of children's satisfaction

How can a coach determine whether or not children are enjoying the programs that they are providing? Simple measures of children's satisfaction could include:

- Ask the children, 'What did you like about today?', 'What would you like to do again?', 'What didn't you like?'
- How do the children react to the coach? Are they happy to see them?
- Do the children keep coming back to the sessions?
- Are the children excited about coming to the sessions?
- Do they ask, 'Can we play?'
- Do they want to keep playing even when it is time to stop?
- Are the children active throughout the session?
- Are activity starts and transitions quick and efficient (completed within two minutes)?
- Are demonstrations and instructions given within 30 seconds?
- Are the children learning new skills?
- Do all children have the opportunity to get fully involved? Are the activities inclusive?
- Are the children safe?
- Do the children have fun? Ask them as well as just observing them.
- Do they get to develop new friends or be with their current friends?

**ACTIVITY 1.6: MEASURES OF CHILDREN'S SATISFACTION**

- a** What are some simple measures that you can use (or have used in the past) to make sure that the children in your program are satisfied (that is, motivated, engaged and encouraged to make physical activity a lifelong habit)?

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- b** How could you use this information to continuously improve your program?

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**TIP!**

The Playing for Life session planner at Appendix 1.3 includes a section for evaluating your session. Use this after every session so that you have a record of what did/not work, what they liked/did not like and modifications for next time. This evaluation can assist you to make sure that your sessions are fun, motivating and engaging for all participants. It can also assist you to continuously improve your sessions.

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

Module 1 Appendixes



# Appendix 1.1

## Active After-school Communities Community Coach's Code of Ethics

<b>1 Respect the rights, dignity and worth of every human being</b>	Within the context of the activity, treat everyone equally regardless of sex, ability, ethnic origin or religion
<b>2 Ensure the child's time spent with you is a positive experience</b>	All children are deserving of equal attention and opportunities
<b>3 Treat each child as an individual</b>	Respect the talent, developmental stage and goals of each child Help each child reach their full potential
<b>4 Be fair, considerate and honest with children</b>	
<b>5 Be professional and accept responsibility for your actions</b>	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
<b>6 Make a commitment to providing a quality service to the children under your care</b>	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
<b>7 Operate within the rules and spirit of your sport</b>	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
<b>8 Any physical contact with children should be:</b>	
<ul style="list-style-type: none"> <li>• appropriate to the situation</li> <li>• necessary for the child's skill development*</li> </ul>	
<b>9 Refrain from any form of personal abuse towards the children under your care*</b>	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
<b>10 Refrain from any form of harassment towards the children under your care*</b>	This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability
<b>11 Provide a safe environment for structured physical activity</b>	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

<b>12 Show concern and caution towards sick and injured children</b>	<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>
<b>13 Be a positive role model for the AASC program and children</b>	
<b>14 Adhere to the Australian Sports Commission's Anti-doping Policy**</b>	<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.usport.gov.au/publications/ascantidope04.asp](http://www.usport.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](http://www.foodwatch.com.au)

[www.healthyactive.gov.au](http://www.healthyactive.gov.au)

[www.kidshealthandfitness.com.au](http://www.kidshealthandfitness.com.au)

[www.playbytherules.net.au](http://www.playbytherules.net.au)

[www.sportsdietitians.com.au](http://www.sportsdietitians.com.au)

# Appendix 1.3

## Playing for Life session planner







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*playing for life*

# SESSION PLANNER

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

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

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