



Australian Government
Australian Sports Commission

PRESENTER'S MANUAL

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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Recommended resources and equipment

The following resources and equipment are recommended for presenting and/or preparing for this module of the Community Coach Training Program:

- *Community Coach Training Program Presenter's Manual*, Module 1
- overhead transparencies or slides for Module 1 of the *Community Coach Training Program Presenter's Manual*
- *Community Coach Training Program Coach's Workbook*, Module 1 (including Module 1 Appendixes)
- copies (one per participant) of:
 - Active After-school Communities Frequently Asked Questions
 - application forms for probationary registration (for sole operators and for organisations) as an AASC program presenter
 - Active After-school Communities School/OSHCS Roles and Responsibilities
 - Active After-school Communities Grievance Policy and Form
- Playing for Life resource kit
- overhead projector and/or data projector and screen
- whiteboard and/or butcher's paper, bull clips, marker pens and Blu Tack
- Play by the Rules web site at www.playbytherules.net.au
- copy of the assessment task summary sheet (page 163) (sufficient number to cover the number of participants)
- course evaluation form (one per participant).

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 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.

Begin the session with introductions, and an icebreaker if appropriate. Then outline the content and intended learning outcomes for the module. Tell participants there is no assessment task for this module.

Presenters should strive to get participants involved and engaged in activities straight away.

TIP!

Suggest to the group that they follow the session in their workbooks, making notes for later reference where they feel appropriate.



Overhead transparencies or slides 1 to 6 can be shown at this time (optional). Alternatively, refer participants to the appropriate pages in their Workbook and follow the session in either the *Coach's Workbook* or the *Presenter's Manual* so that you do not need to rely on overhead transparencies or slides.

1.1 Benefits of structured physical activity for primary school-aged children

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?

ACTIVITY 1.1: BENEFITS OF STRUCTURED PHYSICAL ACTIVITY FOR CHILDREN

BRAINSTORM SESSION

Materials: whiteboard or butcher's paper, marker pens, overhead transparencies or slides 7a to 7c (if required)



Overhead transparencies or slides 7a to 7c can be shown at this time (optional).

Have the group brainstorm about the benefits of having primary school-aged children receive regular, structured physical activity that is engaging and motivating. There are no right or wrong answers. Encourage as many people as possible to have a say. Write their suggestions on a whiteboard or butcher's paper. Use the following list to ensure that the most relevant benefits are mentioned. These are some of the main benefits that the participants should mention.

For children

- It is fun to play games with friends.
- It is good to try something different and exciting.
- It is good to learn new things.
- It links to an improvement in academic success.
- It develops essential motor skills.
- Active bodies encourage active minds.
- It improves social development and integration including leadership, tolerance, teamwork, self-expression, discipline and respect.
- It increases fitness levels, and general health and wellbeing.
- It helps children to maintain an optimal weight (and decreases the risk of being overweight and associated health issues).
- It improves body image and self-esteem.

For families

- It keeps kids active and safe after school at no cost.
- It prevents anti-social behaviour (also true for communities).
- It provides more after-school options.
- It is something that the whole family can enjoy together.

For communities

- It brings individuals together.
- It can help develop a greater sense of community.
- It provides leadership and teamwork opportunities.
- It can increase membership in local clubs which, in turn, can help local communities to grow.
- It helps keep communities alive.
- It decreases long-term medical costs.

- It builds social capital and social conscience.
- Sport, in general, helps to bridge cultural and ethnic divides in communities.
- The AASC program provides support for disadvantaged communities.
- Through the AASC program, governments are working together for the mutual benefit of Australians and their communities.

ALTERNATIVE ACTIVITY

WHOLE GROUP ACTIVITY

Materials: whiteboard or butcher's paper, marker pens, cards with one benefit of structured physical activity written on each

Brainstorming is not the only way for participants to identify the benefits of structured physical activity for primary school-aged students. Presenters could put up three pieces of butcher's paper (or draw three columns on a large whiteboard) with the headings, 'For children', 'For families' and 'For communities'. In advance, the presenter should prepare cards that include the benefits noted above. The presenter should distribute these cards to participants and ask them to stick their benefit card/s on the most appropriate piece of butcher's paper (or on the most appropriate column of the white board). Encourage participants to add benefits not noted on the distributed cards.

Once everyone has placed their card/s and written down other benefits, discuss the results as a group.

Which primary school-aged children benefit?

Follow-up the discussion about the benefits of involvement in regular, structured physical activity with a question to the group: 'Which primary school-aged children benefit from structured physical activity?'

It is important that participants understand that, in general, all primary school-aged children benefit from structured physical activity. This includes children from all levels of ability (including children who have a disability), and from all cultural and linguistic backgrounds.

Emphasise the fact that when developing and delivering structured physical activity programs you need to develop and deliver programs that are flexible enough to include all primary school-aged children (all ability levels, cultures and linguistic backgrounds). This is not difficult; it is all about adopting good coaching practices. The AASC Community Coach Training Program will help develop these skills.

Once participants have established that structured physical activity is beneficial for all primary school-aged children, presenters can begin to talk about the AASC program and provide an overview of the AASC Community Coach Training Program.

1.2 What is the Active After-school Communities program?

While it is important to give some context and background to the program, do not spend too much time on this. Remember that the main focus of the program is on learning by doing, not learning by watching or listening.

Provide a short overview of the AASC program, including aims, objectives, philosophy, structure, implementation and delivery strategies, and the benefits of community networks.



Overhead transparencies or slides 8 and 9 should be shown at this time.

Explain to the group that the increasing incidence of childhood obesity, sedentary behaviour, societal changes that have affected the ability of families to support extracurricular activities, the decline in daily physical education in Australian schools due to crowded curriculums and the 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 Childcare Benefit-approved out of school hours care services (OSHCS) during the timeslot of 3.00pm to 5.30pm. It is designed to engage traditionally non-active children in structured physical activities and to develop links between local community organisations and sporting clubs. It is part of the Australian Government's \$116 million Building a Healthy, Active Australia package.

TIP!

Do not spend too much time answering questions about the program. Refer participants to AASC Frequently Asked Questions or their local regional coordinator, or offer to answer their questions after the session.

1.2.1 Aims and objectives of the Active After-schools Communities program

AASC provides enhanced 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:

Aims

- To increase the physical activity levels of Australian primary school-aged children through a nationally coordinated program
- To provide increased opportunities for inclusive participation in quality, safe, fun and structured physical activities
- To stimulate local community involvement in structured physical activity

Objectives

- To have 3250 Australian primary schools and/or Childcare Benefit-approved OSHCS participating in the program
- To have 150 000 Australian children participating in the program (approximately 50 children per school/Childcare Benefit-approved OSHCS)

1.2.2 Emphasis of the Active After-school Communities program

The program:

- focuses on mobility skills 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

Provide a brief outline about how the AASC program will be structured and delivered. Explain that the program:

- will be delivered by Australian Sports Commission-registered deliverers (community coaches or people who have demonstrated the required competencies and who have met other requirements such as police checks and insurance coverage)
- will be delivered in the after-school timeslot of 3.00pm to 5.30pm
- must offer 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)
- will require between 15 to 50 participants per session: different groups of children may be targeted for each session.

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 AASC 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 coaches 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
- 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 stimulate local community involvement in structured physical activity
- in an effort to create a program that is sustainable over the long term.

Ask participants to consider (either now or later) what community networks might be useful to them in delivering their program and creating community pathways (there is room in their workbook for this). If they need some ideas, examples could include schools, local councils, youth organisations, local recreation or community centres, sporting bodies (state and local).

Depending on time and the group, you may want to draw this as a mud map of the community with all the potential networks represented. This can work very well and provide a pictorial view of their program.

TIP!

If the course that you are delivering includes all five modules of the Community Coach Training Program, then this activity can be completed later in Module 4 (Activity 4.5). If, however, only Modules 1 and 5 are being delivered because course participants have received Recognition of Current Competence for Modules 2, 3 and 4, then this activity should be delivered now.

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

Provide a short overview of the AASC Community Coach Training Program, including the purpose, emphasis, course content and assessment, and registration.



Overhead transparency or slide 10 should be shown at this time.

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 AASC.

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 AASC community coach.

1.3.2 Emphasis of the Community Coach Training Program

The emphasis of the 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 which encourage a lifelong involvement in physical activity or sport.

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 General Coaching Principles and the Playing for Life philosophy, and has an emphasis on management and delivery strategies for primary school children of mixed ages and abilities.

The program is comprised of five modules and will involve approximately 12 hours of theory and practical work (approximately 11 hours of coursework and 1 hour 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 hour	In-training program
4 Nutrition and wellbeing	0.75 hour	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 *Active After-school Communities 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 within schools/OSHCSs.

Provide participants with contact details for regional coordinators, and copies of the application forms for probationary registration (for sole operators and for organisations) and AASC Frequently Asked Questions.

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.

ALTERNATIVE ACTIVITY

GROUP QUESTION AND ANSWER SESSION

Materials: colour-coded question cards or the 'Who wants to be a millionaire?' PowerPoint presentation



The 'Who wants to be a millionaire?' overhead transparencies or slides 11a-z can be shown at this time (optional).

This activity can replace the preceding activities if time is limited and if participants already have a good understanding of the information being covered above.

Develop colour-coded question cards. Each colour should represent a different topic. The topics are the benefits of structured physical activity, the AASC, the Community Coach Training Program and the Playing for Life approach.

Questions on the cards could include:

- **Benefits** — What are the benefits of structured physical activity for children? What are the benefits for families? What are the benefits for communities?
- **AASC** — What are the aims of the AASC? Does the AASC compete with other community programs?
- **Community Coach Training Program** — What is the focus of this program? What is the process for becoming registered as an AASC program deliverer?
- **Playing for Life** — What are the key features of the Playing for Life approach? Why is the Playing for Life approach used in the AASC program?

Have a participant pick a card. They can then decide whether to answer the question, ask someone else for an answer or open the question to the group. After the question is answered and any discussion is completed, have another participant pick a card.

Be sure all four topics are covered.

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

Give each participant a copy of the AASC Community Coach's Code of Ethics (or if they have workbooks, refer them to the appropriate page). Ask the group to read the code.



Overhead transparency or slide 12 should be shown at this time (optional).

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

WHOLE GROUP ACTIVITY

Materials: whiteboard or butcher's paper, marker pens, AASC Community Coach's Code of Ethics, overhead transparency or slide 12

Ask participants to consider what their key roles and responsibilities will be when they are AASC community coaches. After a few minutes call for their suggestions, and write these responses on a whiteboard or butcher's paper.

If time permits, ask the group what they believe their roles and responsibilities would be as an AASC community coach, then provide them with the code and see how they compare or if they have anything to add.

Use the following list to ensure that the most relevant roles and responsibilities are mentioned.

The key roles and responsibilities of AASC community coaches include:

- planning, preparing, organising and conducting sessions
- observing and monitoring
- analysing
- communicating
- facilitating learning and improved performance.

See the AASC Community Coach's Code of Ethics for additional roles and responsibilities.

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

1.5 Roles and responsibilities of the school/out of school hours care service

In addition to understanding their roles and responsibilities as an AASC community coach (or program deliverer), it is also important that coaches understand the roles and responsibilities of the school/ OSHCS in AASC programs.

One of the requirements of funding is that each AASC program must have a nominated school/OSHCS supervisor at each activity session.

Provide participants with a copy of Active After-school Communities School/OSHCS Roles and Responsibilities. Go through the document with the group.

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 involved and stay) 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

WHOLE GROUP ACTIVITY

Materials: whiteboard or butcher's paper and marker pens, overhead transparency or slide 13 (optional)



Overhead transparency or slide 13 should be shown at this time (optional).

Ask the group, 'What do you think children aged 5 to 12 years enjoy most about structured physical activity?' 'What keeps them coming back for more?'

Write their answers down on a whiteboard or butcher's paper.

Once you have done this, tell the group what children say they enjoy most in structured physical activity. According to children, they play sport to:

- have fun
- make friends and be with their friends
- learn new skills and increase confidence
- be challenged
- be actively involved and successful.

Things adults often say are important (such as beating opponents, and receiving trophies and medals) often feature quite low on children's lists.

Ask the group, 'Why might children drop out of sport? or 'What might be some of the barriers to participation?

For the most part, children drop out of sport when their needs (such as those mentioned above) are not met.

Other reasons children do not participate in sport include lack of parent interest, parents without the time and/or money for extracurricular activities, and a child's lack of interest in sport on the part of the child.

Ask the group, 'What does this mean for you as coaches of primary school-aged children?'

Their answer should be that coaches of primary school-aged children need to provide physical activities that:

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

In addition, there needs to be a range of options available for children, including activities that focus on play and games rather than 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 to emphasise here 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.

ALTERNATIVE ACTIVITY

WHOLE GROUP ACTIVITY

Equipment: whiteboard or butcher's paper and marker pens

Instead of asking what children enjoy about physical activity, why they drop out and what it means for the coach, organise participants into two groups.

Ask one group to think of three words that sum up the best experience of their life in sport or physical activity. Ask the other group to think of three words that sum up the worst experience of their life in sport or physical activity.

Draw two columns on the whiteboard or butcher's paper, one with a happy face, the other with a sad face. Give participants a few minutes to think about their answers, then ask for their responses. Take one word at a time from each participant. Write the responses under the relevant face. If time permits, ask each person for their second word, and so on.

Discuss the findings among the group. Ask participants about the implications these experiences have for them as coaches. Ask them to think about how they can ensure that, as coaches, they make their structured physical activity programs a happy experience for the children in their care.

Leave the positive and negative words in a prominent position, as a reminder of what they, as community coaches, will be trying to achieve and to avoid.

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

Provide a brief overview of the Playing for Life approach to coaching, and outline why AASC and the Community Coach Training Program have adopted this approach.



Overhead transparency or slide 14 and the Playing for Life video clip should be shown at this time.

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' approach.⁴ 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 role⁵

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 (Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra). It can also 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, make persistence with the Playing for Life approach worthwhile.

1.7.3 Why use the Playing for Life approach?⁶

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

4 The Playing for Life approach to coaching is based on the Game Sense approach to coaching that was developed in an effort to engender better skills in team sport players. For more information on Game Sense, refer to the Game Sense resources listed in the Recommended Further Reading section of the *Coach's Workbook*.

5 This section has been adapted from Australian Sports Commission, 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra.

6 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.

- **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 you from doing things.

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 out 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 in to Active After-school Communities?

A key aim of AASC 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 encourage them to be physically active throughout their lives.

AASC and the Community Coach Training Program have adopted the Playing for Life approach because it can help coaches to provide the kinds of physical activities that research shows children enjoy. This approach is also consistent with AASC and the Community Coach Training Program’s goal of meeting the wants and needs of primary school-aged children, and encouraging 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

ACTIVITY 1.6: MEASURES OF CHILDREN'S SATISFACTION

WHOLE GROUP ACTIVITY

Materials: whiteboard or butcher's paper and marker pens, overhead transparency or slide 15 (optional)



Overhead transparency or slide 15 can be shown at this time (optional).

Ask the group, 'What are some simple methods that you can use (or have already used) to determine whether or not children are enjoying the programs you are providing?'

Simple measures could include:

- Ask the children, 'What did you like about today?', 'What would you like to do again?' and 'What didn't you like?'
- Assess how the children react to you. Are they happy to see you?
- Do the children keep coming back to your sessions?
- Are the children excited about coming to your sessions?
- Do they ask, 'Can we play ... ?'
- Do the children 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/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 activities safe?
- Do the children have fun? Ask them and observe them.
- Do they get to develop new friendships or be with their current friends?

Ask the group how they could use this information to continuously improve their program (there is room for this in the *Coach's Workbook*). This topic will be considered again in Module 5.

TIP!

Mention that the Playing for Life session planner on page 122 of the *Coach's Workbook* includes a section for coaches to evaluate their sessions. Suggest they get into the habit of using this after every session so that they have a record of what did/not work and modifications for next time. This evaluation can assist coaches to make sure that their sessions are fun, motivating and engaging for all children. It can also assist coaches to continuously improve their sessions.

Summary

At the end of the module, summarise and reflect on the experience of the module. Provide a recap of the key messages.

As part of summarising, do the following:

- ask participants to summarise what they gained from the workshop
- ask participants what they will take away with them and put into practise
- revisit the list of expectations stated at the start of the workshop, if you used this approach
- ask participants if they have any questions or comments
- thank the participants and co-presenters.