



Australian Government  
Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

# playing for life

COACH'S GUIDE





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# *playing for life*

COACH'S GUIDE



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# Message from the CEO

## *Playing for Life* resource kit

More than ever before, we need to be providing greater opportunities for children in Australia to be physically active in fun, safe, inclusive and quality environments. Changes in society have had a significant impact on children's access to physical activity through organised sport, daily physical education, and to the once popular pastime of a game organised between friends in the backyard, the street or the local community park.

Crowded school curriculums, family work patterns, child safety concerns and the advent of screen-based activities as a major leisure pastime of children have produced a new generation for whom physical activity is not an integral part of their daily lives. The lack of perceptual-motor skill development and the range of short- and long-term health issues produced by inactivity in children have significant ramifications for the health and well-being of the Australian nation.

The Australian sports system has a key role to play in influencing essential change to reverse the growing trend towards childhood inactivity. The challenge for coaches, teachers and other physical activity deliverers is how to engage children in today's world and provide a fun and exciting environment that caters for collective as well as individual development needs.

The Active After-school Communities (AASC) program has provided the catalyst for the Australian Sports Commission to develop a training program and accompanying resource kit that maximises the fun, safe, inclusive and quality components of delivery at the community coach level that will have children wanting to come back for more.

The *Playing for Life* resource kit is designed around a range of multi-skill physical activity cards that engage children in game-like situations. The activities on the cards are clearly and easily interpretable with a concise written explanation accompanied by excellent graphics, which also depict the object of the activity. When used in conjunction with the Community Coach Training Program, the kit provides an invaluable and readily accessible tool for the provision of the multi-skill activities that are the foundation for modified junior sport programs.

I am delighted that this resource will become the cornerstone in assisting community coaches, teachers and other deliverers within the AASC program to provide children with the right environment to maximise their participation and enjoyment in structured physical activity including sport. On behalf of the Australian Sports Commission, I would like to thank everyone involved in the development of this outstanding resource.

**Mark A Peters**  
*Chief Executive Officer*  
*Australian Sports Commission*

*playing for life*

## ACKNOWLEDGMENTS

The Australian Sports Commission wishes to acknowledge the contribution of the following people and organisations to the production of this resource.

The editorial team provided extensive feedback on draft materials and offered numerous insights into the content and 'look and feel' of the final product. The work of Les Bee in promoting the use of game sense strategies was particularly important.

Nicole den Duyn developed a set of game sense cards for the Australian Sports Commission in 1999 and a significant number of these were adapted for use in the *Playing for Life* kit. Ken Black and Peter Downes made a significant contribution regarding inclusive practices and in allowing the adaptation of a number of the ASC's Disability Sport Unit activity cards. Thanks also to the ASC's Indigenous Sport Unit for advice and for providing Indigenous games, which have been adapted and included in the kit. We would also like to acknowledge the influence of resources developed by the Youth Sports Trust in the United Kingdom.

Other ideas were derived from the following sources: Linda Barron (AASC network), Lainie Houston (AASC network), Greg King (AASC network), Teresa Lee (AASC network), Royal Victorian Bowls Association (*Laying the Mat – Activities Manual*, 2004), Melinda Turner (ASC Indigenous Sport Unit), Victorian Softball Association (*The Games Softballers Play – Lesson Plans for Primary School*).

The Australian Sports Commission is the Australian Government body responsible for the development and funding of 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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For a complete listing of Australian Sports Commission publications, visit [www.ausport.gov.au/publications/catalogue/index.asp](http://www.ausport.gov.au/publications/catalogue/index.asp).

## DISCLAIMER

The playing for life resource kit has been designed for use with students aged 4–12. The kit assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict his or her active involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that the student is not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of the kit, the publisher and authors do not accept any liability arising from the use of the kit including without limitation from any activities described in the kit.

## ENDORSEMENT

It is with great pleasure that we endorse the *Playing for Life* resource kit. This kit is a quality resource that will support the delivery of the Active After-school Communities program and provide coaches, teachers, outside school hours child care services staff and other deliverers with the means to ensure that children develop essential motor skills in a fun and meaningful way. This resource will benefit all sectors we represent and, of course, most importantly, the overall development of children.

The National Strategic Advisory Committee is comprised of representatives from the following organisations:

- > Australian Council for Health Physical Education and Recreation (ACHPER)
- > Australian Education Systems Officials Committee (AESOC)
- > Australian Primary Principals Association (APPA)
- > Australian Sports Commission (ASC)
- > National Out of School Hours Services Association (NOSHSA)
- > Standing Committee on Recreation and Sport (SCORS)

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# Playing for Life

Welcome to *Playing for Life*. The *Playing for Life* kit is designed to assist community coaches deliver enjoyable, multi-skill, physical activity programs to children — programs that are tailored to children’s interests and needs, that will energise them and allow them to experience the enjoyment and exhilaration that physical activity can provide.

*Playing for Life* is both about maximising active participation and fostering attitudes to ongoing physical activity. In brief, turning kids on to ‘playing for life’.

...we’re also looking to see how children and their families feel about the program. Did they have fun? Are they actually, because of their involvement in our program, then going on to do other things within the community in terms of physical activity?

We’re also looking to see what sort of impact this program is having on community capacity building. Are more people becoming competent or confident to deliver sporting activities or structured physical activity to children? Are we able to build the capacity of local organisations including local sporting clubs because of the delivery training we’re offering?

*ABC Radio National – The Sports Factor, April 2005, Judy Flanagan, Manager, National Junior Sport, Australian Sports Commission*

## Who is it for?

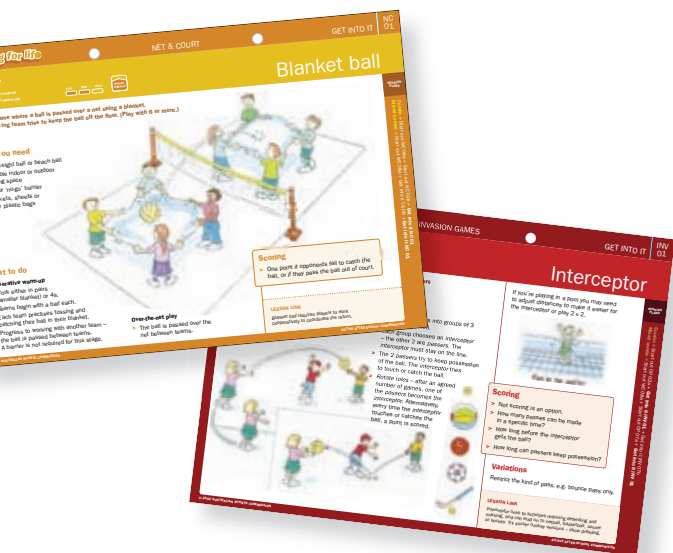
The multi-skill activities included in the *Playing for Life* kit are aimed at providing children in the 4 to 12 year age range with fundamental perceptual motor skills that will both provide a foundation in physical activity for later life and equip participants for sport activities if they wish to take the ‘next step’.

## How does it work?

The *Playing for Life* kit was primarily designed for coaches within the community who will be delivering programs to children participating in the Active After-school Communities (AASC) program. This exciting new initiative has been developed by the Australian Sports Commission as part of the Australian Government’s *Building a Healthy, Active Australia* package.

The program is delivered in the after school hours timeslot and aims to improve the health and well-being of Australian primary school aged children through structured physical activity. It is being delivered nationally to Australian primary schools and Child Care Benefit approved outside school hours care (OSHC) services.

The program commenced in Term 2, 2005 in over 900 schools and OSHC services. These numbers will increase by 250 schools/services each term to reach the final target of 3,250 in 2007.





The Australian Sports Commission has also developed a 'Kids Online Activities' resource to help parents and teachers encourage children to develop activities at home or at school with minimal equipment. Please visit [www.ausport.gov.au/aasc/kids](http://www.ausport.gov.au/aasc/kids) to access the site.



The 'Kids Online Activities' are a great way for children to create games at home or at school

For further information on the AASC program, or to find out how to become a program deliverer, please visit the AASC website [www.ausport.gov.au/aasc](http://www.ausport.gov.au/aasc).

## Special features

The *Playing for Life* activity cards adopt a *game sense* approach to physical activity. *Game sense* is an approach to modified sport that:

- > engages children in game-like activities where there are opportunities to develop both skills and an understanding of the tactics of the game
- > encourages simple modifications (easier or harder) to accommodate varying ability levels and therefore maximises inclusion and challenge
- > modifies game rules, the playing area or the equipment for the purpose of highlighting aspects of the game such as attackers sending a ball beyond the reach of opponents or 'forcing' a striker to hit a ball with a bat into a defined region
- > promotes the development of 'thinking players'.

*Game sense* uses a player-centred approach to coaching, where players have the opportunity to answer questions through activity, solve problems and contribute to what is done in a session. This approach allows children to determine the best way to achieve success.

Developing cognitive skills and communicating freely are important ingredients in developing the physical and tactical skills required to play games. Using this approach to coaching allows coaches to 'step back' and play more of a *facilitator's* role than a *director's* role.



## Game sense

- > **Fun**
- > **Playing**
- > **Thinking**
- > **Communicating**
- > **Inclusion**
- > **Challenge**
- > **Player-centred**

## Playing for Life and sport

While the main purpose of *Playing for Life* is to encourage positive attitudes to ongoing physical activity, the multi-skill activities provide a strong foundation for children interested in pursuing sport. The following table shows how the *Playing for Life* multi-skill activities link to team sports.

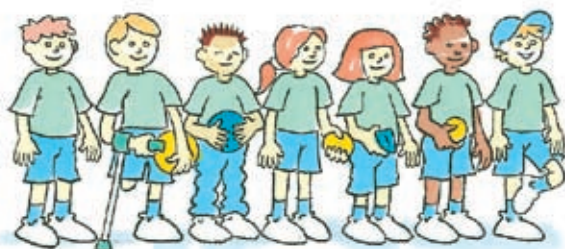
INVASION GAMES		STRIKING & FIELDING GAMES	NET & COURT GAMES	TARGET GAMES
<ul style="list-style-type: none"> <li>&gt; Hockey</li> <li>&gt; Soccer</li> <li>&gt; Australian rules football</li> <li>&gt; Rugby league</li> <li>&gt; Rugby union</li> <li>&gt; Touch</li> <li>&gt; Water polo</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Basketball</li> <li>&gt; Netball</li> <li>&gt; Lacrosse</li> <li>&gt; European handball</li> <li>&gt; Polo</li> <li>&gt; Polocrosse</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Cricket</li> <li>&gt; Softball</li> <li>&gt; Baseball</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Badminton</li> <li>&gt; Squash</li> <li>&gt; Tennis</li> <li>&gt; Table tennis</li> <li>&gt; Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Archery</li> <li>&gt; Golf</li> <li>&gt; Lawn bowls</li> <li>&gt; Tenpin bowling</li> <li>&gt; Bocce</li> <li>&gt; Croquet</li> <li>&gt; Billiards and snooker</li> </ul>

*Playing for Life* activities provide many opportunities for community coaches to subtly insert healthy life-style messages into their programs and, importantly, to lead by example in terms of their own positive approaches to activity and a healthy life-style in general.

Similarly, the *Playing for Life* activities provide an excellent vehicle to promote fair play consistent with upholding the principles of:

- > fairness
- > respect
- > responsibility
- > safety.

The activity cards include prompts aimed at encouraging players to work out how they would include all players in the activity, irrespective of ability. A secondary benefit of this inclusive approach is that it allows children to experience playing an activity from the point of view of children with different abilities.



## Beyond *Playing for Life*

The possibilities are endless! The Active After-school Communities program has close links with local community networks, including sports clubs and recreation activities and programs and can assist children make the transition to other activities. *Playing for Life* will help equip children with the skills and the confidence to 'dip a toe' and enrol in school or community club sports-specific programs. As children develop confidence in managing their own movement and as their self-esteem increases, there will also be many other informal and organised physical and recreational activities that *Playing for Life* has the potential to provide a bridge towards.



**Be active.  
Play for Life!**

# The *Playing for Life* kit



## What's in the box?

The kit includes a series of activity cards sorted into the following sections: Start out, Get into it, and Finish up.

### START OUT

These cards are used to either start a session (for example, to form groups), as a warm-up, an energiser, to encourage cooperative play or as an introduction to one of the four categories of *Playing for life* cards.

SPECIFIC PLAYING FOR LIFE STARTER ACTIVITIES

WC	Class management (forming groups)	
	Energisers (use at any time). Useful warm-up activities	
CP	Cooperative play	
INV	Invasion games	
SF	Striking & fielding games	
NC	Net & court games	
TG	Target games	

### GET INTO IT

These activities provide the content for the main part of the session. Choose cards according to the objectives of your session and the interests of your group.

All the activities can be modified to challenge and include kids from a range of ability levels.

SPECIFIC PLAYING FOR LIFE ACTIVITIES

INV	Invasion games	
SF	Striking & fielding games	
NC	Net & court games	
TG	Target games	

### FINISH UP

Use these cards to build an appropriate conclusion to your session. Choose physical and/or non-physical activities depending on your needs.



### EXTRAS

- Coach's Guide
- Rapid find card
- Activity finder
- Playing for life CD

## What's on a card?

### EASIER-HARDER

Provides a rough guide to ability levels and complexity. Some activities are suitable for a wide range of abilities. Use CHANGE IT to modify for ability.

### DESCRIPTION

After you look at the main figure and the scoring panel, and read the description, you will almost be ready to go.

### INDOOR FRIENDLY

If playing outdoors is not appropriate, this icon indicates whether the activity can be played indoors.



### POOL FRIENDLY

This icon shows whether an activity can be played in a suitable pool.



### TYPE OF ACTIVITY

**Start out** – start your session with these cards. Don't forget there are some session starters in the *Cooperative activities* and *Energisers* (under Wildcards).

**Get into it** – these cards follow on from the Start out cards and form the body of your session.

**Finish up** – these cards provide ideas for bringing a session to a conclusion, looking ahead to the next and communicating with parents and carers.

### CARD CODE

This code is used when referring to individual cards.

Get into it INV 01

### SESSION PLANS

Use this side bar to find suggestions for session plans.

### SCORING PANEL

Some activities may initially be played without keeping score.

### LESSON LINK

Will help you understand the activity's objectives and which other cards it fits with. You will find related information on the top of side 2 under 'Skills'.

### PLAYER NUMBERS

Minimum number to play, e.g. 6. If you have 24, then organise 4 groups of 6.

**playing for life**      INVASION GAMES      GET INTO IT      INV 01

**Interceptor**

**2 players pass a ball to one another. An opponent between the 2 players attempts to intercept the ball. Players change roles frequently.**

**What you need**

- > Any kind of light ball
- > Indoor or outdoor playing space (or pool)
- > 8 markers

**What to do**

- > Divide the players into groups of 3 (see e.g. card XX).
- > Each group chooses an *interceptor* – the other 2 are *passers*. The *interceptor* must stay on the line.
- > The 2 *passers* try to keep possession of the ball. The *interceptor* tries to touch or catch the ball.
- > *Rotate roles* – after an agreed number of games, one of the *passers* becomes the *interceptor*. Alternatively, every time the *interceptor* touches or catches the ball, a point is scored.

If you're playing in a pool you may need to adjust distances to make it easier for the *interceptor* or play 2 v 2.

*Fun in the water*

**Scoring**

- > Not scoring is an option.
- > How many passes can be made in a specific time?
- > How long before the *interceptor* gets the ball?
- > How long can *passers* keep possession?

**Variations**

Restrict the kind of pass, e.g. bounce pass only.

**LESSON LINK**

*Interceptor* links to activities requiring defending and marking, and can lead on to netball, basketball, soccer or hockey. Try soccer hockey versions – allow dribbling.

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Session Plans  
 Combo - Start out (P 026) + Get into (INV 01) + Get into (INV 07B)  
 Interceptor - Start out (W 088) + Start out (C 074) + Get into (INV 01)

INV 01      GET INTO IT      **Interceptor**

Skills > Passing/catching · Interception/defending · Marking/escaping a marker

**change it...**

**Coaching**

- > Ask each group to come up with its own system of communicating.
- > Include everyone – the principle to guide modifications is: *how can the game be modified so everyone can be included?*

**Game rules**

- > **Harder for the interceptor** – must catch the ball.
- > **Easier for the interceptor** – use zones for each passer. This enables them to pass without being challenged too closely by the interceptor.
- > **Harder for the passer** – restrict the kind of pass, e.g. bounce pass.

Try different combinations of *passers* and *interceptors*, e.g. 2 *interceptors* and one *passer* at each end.

**Equipment**

- > Use **different balls** – what happens to the game when a smaller ball is used?
- > **Sport-specific focus** – change the ball/ implement (basketball or soccer hockey versions). Allow dribbling.

**Playing area**

- > **Allow a bigger space for each group** – e.g. bigger may help the *passers*, smaller gives the *interceptor* more chance of success;
- > **Restrict the space for each group to play in.**

**Safety**

- > Ensure there is sufficient distance between groups.
- > Ensure that players are aware of other groups.
- > Players should signal to others if they are retrieving 'lost' balls.

- > If a hockey stick is used, choose a slow soft ball. Use zones for the *passers* to ensure safety. Restrict the height of swing of the hockey stick.
- > If a soccer ball is used, use zones and restrict the movement of kickers to 2 steps.
- > Ensure players are aware of the movement capabilities of everyone in the group.

**ASK THE PLAYERS**

**Passers**

- > 'What can you do to keep possession if space is restricted?'

**When a passer has the ball**

- > 'Where will you aim to pass the ball?'
- > 'How close will you get to the *interceptor* before passing the ball?'

**When your team-mate (passer) has the ball**

- > 'Where will you move to receive the ball?'

### CHANGE IT

This is the tool you will use to modify the activity to meet player needs and ensure inclusion. Use it to *include all*, ensure high activity levels, make the activity more or less challenging, highlight a tactical play or promote skill learning.

### SKILLS

This is the activity card content in a nutshell. See also 'Lesson link' on side 1.

### SAFETY

Essential reading every time you use a card.

### ASK THE PLAYERS

Suggests questions you can ask to promote thought about 'playing tactically'. Also use it to encourage players to promote inclusion. Players 'answer' the question by their actions.



## How to use the *Playing for Life* kit

You have several choices for creating fun, safe and motivating sessions and term programs.

### OPTION 1 USE THE ACTIVITY FINDER (PRE-PACKAGED SESSIONS)

You will find the *Activity finder* in the *Playing for Life* kit. Scan through the *Activity finder* looking at the brief descriptions of the activities on each card. Notice that the *Start out* and *Get into it* cards have suggestions for session plans. Use these or feel free to adapt the suggestions to your own players' interests and needs.

### OPTION 2 SESSIONS ON THE RUN (THUMB THROUGH & PULL OUT)

Decide on the focus of your session, for example, activities from one of the four *Playing for Life* categories, i.e. invasion games, striking and fielding games, net and court games or target games.

Thumb through the box and choose *Start out*, *Get into it* and *Finish up* cards from the chosen category. Use the *easier – harder* meter to choose cards that match the ability of your players and look at the side of the card for suggested session plans.

You can choose activities that follow a single *Playing for Life* category (*Combo*) or a combination of activities that mix *Playing for Life* categories (*Mixed combo*). For more tips see *DIY-Does it make 'game sense'?* on page 9.

**TIP** Coaches should consider cross-category activities to develop basic sport specific skills. For example,

<b>Pairs passing</b> <b>Start out INV 03</b>	+	<b>Roll a ball</b> <b>Get into it INV 11</b>	+	<b>Any Striking &amp; fielding game</b>

### OPTION 3 RAPID FIND

The *Rapid find* card is an abbreviated version of the *Activity finder*. Notice the list of favourite session plans on the bottom of the card. *Rapid find* is also useful for finding cards representing other themes such as Indigenous games or pool friendly activities.

## PLANNERS FOR YOUR USE

The 'Goodies' section at the back of this book contains session plan and term plan templates for you to photocopy and use with your *Playing for Life* activity sessions.

## SESSION PLANS IN ACTION

This is what a completed session plan might look like. The activities are shown below. Detail is kept to a minimum because the session is based on *Playing for Life* activity cards. Session plans should be filed in a secure area for future reference.

## PICTURES GALORE!

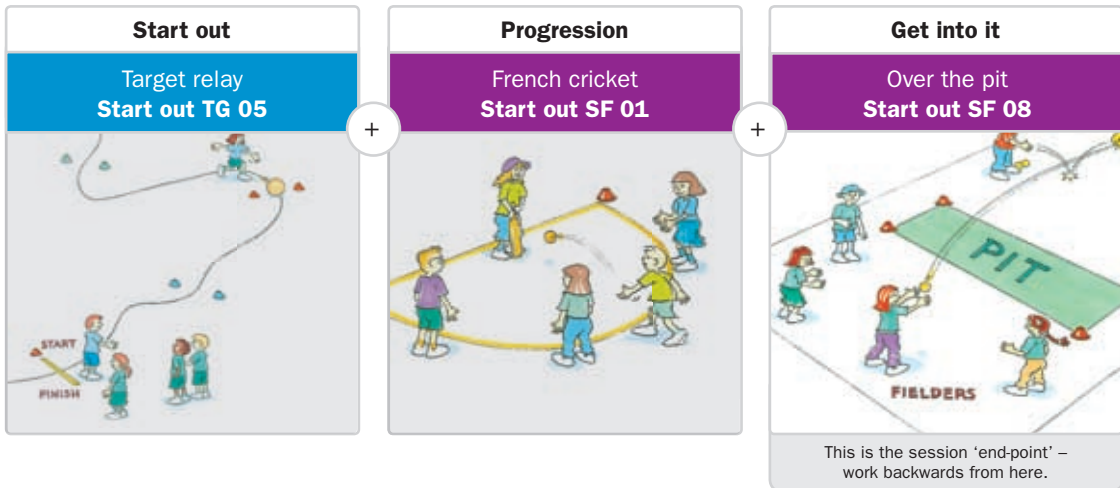
Illustrations from the cards are included in your kit on a CD-ROM along with a session template. If you like a visual approach to coaching, then this resource will make session planning easy and interesting.

Australian Government Australian Sports Commission		playing for life		SESSION PLANNER			
DATE	ATTENDANCE	WEATHER	EQUIPMENT	GAME SENSE CATEGORIES (circle) INV SF NC TG			
4th August 05	18		Markers 24	Balls 4 soft balls 2 tennis balls	Bibs -	Other 4 hockey sticks 2 cricket bats 2 paddle bats	
VENUE Sportsfield	DURATION 45 mins						
CHANGE IT: COACHING · HOW TO SCORE · PLAYING AREA · NUMBER OF PLAYERS · GAME RULES · EQUIPMENT · INCLUSION · TIME							
List: activities, CHANGE IT, Ask the players	<b>START OUT</b> ① Target relay (Get into it TG 05) · 2 groups ② Lead into... French Cricket (Start out SF 01a) · 3 groups		<b>GET INTO IT</b> Over the pit (Get into it SF 08) · Basic game · Use rapid fire variation · Set-up scoring zones vs time		<b>FINISH UP</b> · Role model demo · Next session parents/ friends afternoon · Pack up in teams as per last week		
	<b>Coaching tips · Questions · Challenges</b> · see activity cards · Discrete coaching re lobbing ball		<b>Don't forgets · Notes</b> Pick-up hockey sticks from Murray		<b>CLASS MANAGEMENT/ENERGISERS</b> N/A		
		<b>Incidents · Injuries</b> Use the <i>Playing for Life</i> template		<b>Session evaluation</b> (what worked/didn't, what did they like/didn't like. Modifications for next time)			

**DIY – DOES IT MAKE ‘GAME SENSE’?**

If you are not choosing a ‘pre-packaged’ *Combo* or *Mixed combo*, here are some guidelines to help you create your own sessions from scratch. The key idea is to think about the session’s end point and work backwards.

**For example,** The session shown on the session plan above might culminate in the Striking and fielding activity *Over the pit* (Get into it SF 08). Suitable lead-in activities are shown below:



**PLANNING CHECKLIST**

*Playing for Life* sessions have some special features. Here is a mental checklist for you to check your sessions before running them:

<b>Let the kids play</b>	<ul style="list-style-type: none"> <li>&gt; Most kids find ‘skills &amp; drills’ boring. Play a game – NOW!</li> </ul>	<input type="checkbox"/>
<b>‘I’ is for ‘inclusion’</b>	<ul style="list-style-type: none"> <li>&gt; Use the many CHANGE IT options to modify the activity to suit varying ability levels.</li> <li>&gt; There are many different variations of <i>game rules</i>, <i>playing area</i> and <i>equipment</i> to tailor activities to include all kids.</li> </ul>	<input type="checkbox"/>
<b>Improving skills</b>	<ul style="list-style-type: none"> <li>&gt; Developing the fundamental skills <b>is</b> important.</li> <li>&gt; Prepare to conduct a ‘discrete’ coaching session off to the side on a needs basis.</li> <li>&gt; ‘Freeze-frame’ the action using player role models to highlight skill and tactical coaching points... Do you know what you are looking for?</li> </ul>	<input type="checkbox"/>
<b>It’s not working!!!</b>	<ul style="list-style-type: none"> <li>&gt; Sometimes the best of plans don’t translate into workable sessions. Be prepared to change. Plan for the unexpected:                             <ul style="list-style-type: none"> <li>– If it’s not working do you have an alternative?</li> <li>– Would you be better running the same activity in smaller groups?</li> <li>– Is the activity too easy/hard?</li> </ul> </li> <li>&gt; Have you thought about the CHANGE IT options?</li> </ul>	<input type="checkbox"/>
<b>That was great!!!</b>	<ul style="list-style-type: none"> <li>&gt; Use the ‘customer service’ approach to reviewing and developing your session plans. Continually ask, ‘What did you like the most and would you like to do it next time?’</li> <li>&gt; Also note any ‘lemons’ that just didn’t seem to work!</li> </ul>	<input type="checkbox"/>

# Player-centred coaching

## Player-centred coaching

### Stepping back

Here are some tried and trusted coaching tips:

- > Feel relaxed about 'stepping back' and not over coaching.
- > Provide feedback when you think it will really count and not on every occasion.
- > Question players and involve them in solving problems and setting directions.
- > Pay particular attention to what players enjoy. Ask players for feedback.

### What about skills and technique?

Developing skills with techniques the players can build on is important, but 'coaching technique' doesn't need to take over the whole session or involve all the players at one time. Use discrete and targeted interventions off to one side and with players who really need the specific attention.

## Encouragement

- > Praise good behaviour & cooperation.
- > Encourage behaviours you want to see more of.

## Demonstrations

- > Gain attention.
- > Can everyone see?
- > Keep it short and simple.
- > Cover additional points in later demonstrations.
- > Use children as role models wherever possible.

## Session plans

If the session is well constructed you won't hear 'When can we play the game?' That's because players will have a chance to get into the game related activities early and often. *Playing for Life* emphasises:

- > games before drills & skills
- > high-activity levels that are disguised within fun and challenging activities
- > the CHANGE IT approach to modifying the activity for inclusion, challenge and skill development.

Use the *Activity finder* and *Rapid find* card in the activity cards box to create great sessions.

Be the *guide on the side* and not the *sage on the stage!*

## Player-centred coaching



## Session management

Effective class management has a big impact on starting activities, forming groups, activity levels, safety, setting new tasks, including all and your ability to maintain an engaging session.

- > Session plans guide the flow of your session.
- > Continually review, modify and experiment.
- > Rehearse in your mind things like:
  - starting an activity
  - transitions
  - forming players into groups
  - Finish up.

## Correcting

- > Use player role models, individuals and smaller groups to highlight either tactical aspects or technique.
- > 'Let the kids play' before intervening with 'coaching tips'.
- > Once an activity is in play, take individuals or small groups who may need some specific guidance (discrete coaching) to one side.
- > Observe, observe, observe... avoid over-coaching.

## Questions/challenges

- > Use questions often – the *Playing for Life* cards include many 'Ask the player' prompts.
- > Remember questions/challenges can substitute for 'telling'.
- > Questions can also prompt players to come up with modifications to 'include all'.

## Feedback

- > Keep to small doses and be specific. 'Keep your arm straight' is better than a negative statement.
- > 'That was good because'... is better than a 'feel good' statement like 'great shot'.
- > 'Sandwich' a correction in between some positive feedback.



## Using questions – ‘Ask the players’

*Ask the players* is a key feature of the *Playing for Life* activity cards. It relates to the ‘C’ in CHANGE IT, and is something the coach does to enhance players’ understanding and execution of the game.

The use of questioning is an important tool in the coach’s repertoire to challenge players to show they can put into action a variety of important lessons, including:

- > understanding the tactics of the game
- > contributing to an inclusive session
- > coming up with alternative rules and ways of playing
- > coming up with their own solutions to challenges the coach has set (independent thought)
- > understanding the consequences of their actions.

At the heart of effective questioning is setting challenges. The answer to many of the challenges will be through a demonstration of activity. The challenge is at its best when the answer can be translated into action.

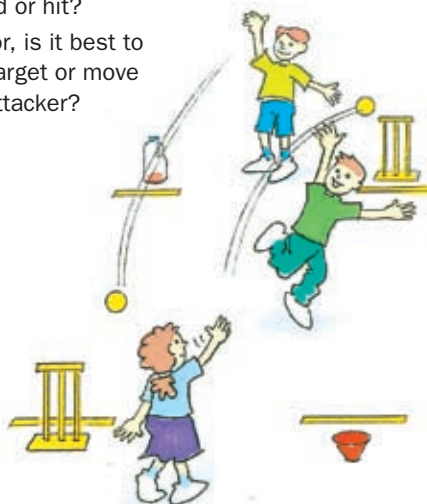
**‘The activity sets the challenge.  
The game asks the questions and  
the players’ response is the answer.’**

*Les Bee*

For example, the activity card *Target and intercept* (Start out TG 06), the attacker is required to avoid interception and hit a target.

The game throws up many challenges:

- > Which target is the most difficult to defend or hit?
- > For an interceptor, is it best to stay close to a target or move in close to the attacker?

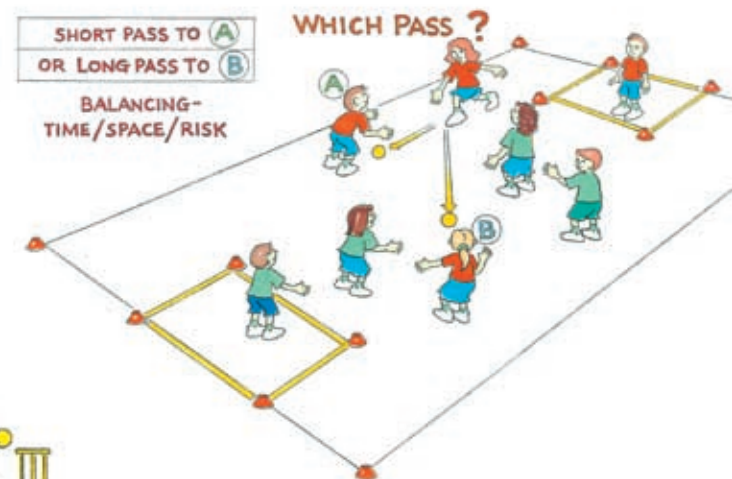


Set the challenge and allow players to show the answer through their play. Use player role models to highlight effective play. Remember the *Finish up* part of your session is a good opportunity to offer a verbal reinforcement, perhaps with a short demonstration.

## What to ask players

Here are some sample ‘what to ask’ questions. The challenge will vary according to the game and player abilities.

<b>Time</b>	Questions about timing <ul style="list-style-type: none"> <li>&gt; When will you... (run, pass, shoot etc)?</li> </ul>
<b>Space</b>	Questions about where to move <ul style="list-style-type: none"> <li>&gt; Where will you move to?</li> <li>&gt; Where will you aim?</li> </ul>
<b>Risk</b>	Questions about choosing options <ul style="list-style-type: none"> <li>&gt; Which option will you take to pass?</li> <li>&gt; Which option will you take to go long/short?</li> <li>&gt; Will you run or stay?</li> <li>&gt; Will you attack or defend?</li> </ul>



# Tips for working with young kids

**This section provides you with information relevant to coaching young children in the age range 4–6 years. Many of the ideas about coaching, organisation and class management found elsewhere within this booklet are relevant. This section provides a specific focus on the younger age group.**

## Objectives

The activity cards provide lots of ideas to get kids moving. The use of questions and the CHANGE IT acronym help children to think about the 'how' and 'why' of active participation. In your planning, step back from the physical aspects to ensure your session and program objectives cover the emotive and cognitive aspects of play.

## Planning

You will be coaching the 'whole child', not just teaching games or developing skills. Moving, thinking and feeling occur together and are inseparable. So plan activity for the whole child. Ideas under the headings *moving*, *thinking* and *feeling* are shown on pages 13–15. Remember that chronological age is not necessarily a determinant of readiness.

## Children moving

*Playing for Life* is about children moving, playing and developing positive attitudes to activity. Here are some tips to guide your coaching of young children.

### DO THEY HAVE THE BUILDING BLOCKS?

Check that the children are proficient in the fundamentals of travelling, manipulating bats, balls and other objects, and balancing. Activities shown in the table on page 17 will help here.

### TAG GAMES AND RELAYS

- > Quick changes ensure children are not 'tagged out' of the game.
- > Emphasise the fun, locomotor activity and thinking skills that are developed.
- > Use the CHANGE IT ideas to provide variety. Encourage children to make up rules.
- > Take on the role of tagger. The kids will love it! Almost tag the kids but just fall short – 'You kids are just too fast for me.'



- > Small groups will ensure children are not waiting around in relays. The smaller the better.

### HOW MUCH TECHNIQUE?

Mastering skills develops confidence. But at this age there is no need to rush the development of technique. Allow some independence – let children demonstrate what they can do even if at first they show some personal idiosyncrasies!

### KEEP THEM MOVING

Add an easy, safe activity after the main task to keep activity levels up, e.g. after a throwing task, the child joins with another to 'low 5 – high 5' or perform an individual skill with a separate ball.

## Children thinking

Checklist – games rules, communicating, following directions, body awareness, movement concepts, recognising things within the playing environment.

### 'TICKLE' THEIR IMAGINATIONS

- > Use targets with faces painted on them.
- > Use targets that make a noise when hit – e.g. plastic bottles containing bottle lids or marbles – or stacked targets that collapse when hit.
- > Use colourful balls and balloons. The extra large balloons are more durable.
- > Encourage children to call out things – this helps to reinforce an understanding of the rules.
- > Kids love to be tantalised with imagery. Appeal to their imaginations – defenders become a favourite TV character and so on. Let them make suggestions.
- > Children don't just run. They run like a *cheetah* or a *fast car* or...
- > **Guessing is good** – demonstrate something such as a locomotor activity and ask 'Can anyone guess what animal I am?' The answer doesn't matter as much as the fun they have guessing.
- > **Stork or sheep!** – with a game like *Stork tag* (Start out WC 05b), freeze the game and ask 'How many sheep do we have on one leg?' Children will be eager to dismiss the silly suggestion.

### HOW MANY SHEEP ON ONE LEG?



### GAME RULES

Game concepts such as 'defence', 'offence', 'finding space', and 'invasion' are challenging for children. Break down the key game concepts, e.g. with *Interceptor* (Get into it INV 01), you might say 'Peter is between Jess and Melanie and he will try and catch the ball.' After some play you might:

- > review the concept
- > guide Peter in front of the whole group to strategies that will increase his chance of intercepting
- > reinforce the more efficient instances of interception by allowing the children to show the game to others
- > reinforce the key game concept in the short *Finish up* session
- > build connections between the activities on different cards by drawing out the similarities
- > organise scoring so each effort is rewarded. For example, if the task is to throw a ball in a bin, use the following scoring: 4 points for bin in bucket/3 points for bin hit/1 point ball if goes past a line in front of the bin.

### MORE IDEAS TO PROMOTE THINKING

**Count down** – start an activity with a 'count down to blast off' with everyone calling out: '5-4-3-2-1 – blast off!'



**Say your name** – children in a circle call out their name in a clockwise direction. In a variation, children call their name and their partner's: 'I'm Peter, this is Hiroko. I'm Hiroko, this is Glenn...'

**Know your body** – an activity like *Hospital tag* (Start out WC 04c) might start with children calling out and touching their own body parts.



**Equipment** – your 'kit bag' of equipment contains many objects of different colour, shape, feel and hardness. Use these characteristics to promote thinking. If you want to use a soft ball, you might hold two balls up and ask, 'Which ball is the softer?'



### Body awareness – Low 5s – High 5s

(Start out WC 08b) can be used to emphasise movement concepts such as space, effort and relationships ('Can you "low 5" with a partner back-to-back using your feet?' This emphasises 'back-to-back'.).

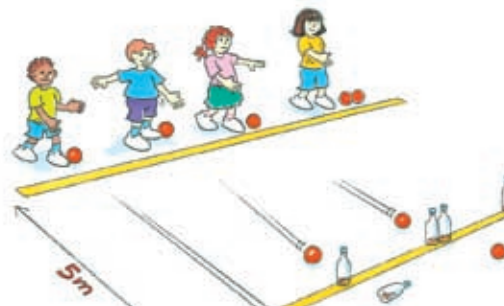


## Children and their feelings

**CHECKLIST** – independence, sharing, taking turns, cooperating, communicating with other children, having positive feelings about activity, motivation.

### SOCIAL SKILLS

Activities like *Koolchee* (Get into it TG 06), *Kolap* (Start out TG 04) and *Tunnel & laps* (Start out WC 07) require children to take turns, cooperate and share. Focus your coaching on these attributes. Praise children for their thoughtful and cooperative actions and words.



*Taking turns* at this age is a developing skill. Limit the amount of activity that requires taking turns and guide the process. Ensure line-ups are not too long. If a line-up is necessary, make it an activity in itself, e.g. 'While you are waiting, draw a house with your big toe.'

For this age group, allow some latitude when it comes to taking turns. Children will join in when they are ready and they will 'learn' from the sideline as they absorb the activity from a distance.

### INDEPENDENCE

Use CHANGE IT, ask lots of questions and allow children some freedom to make decisions. These strategies will help children become independent and motivated.

**Many ways – let them choose.** *Playing for Life* using CHANGE IT encourages you to allow children to choose between options, for example:

- > different ways to send a ball to a target (hit, kick, roll or throw)
- > different batting implements and balls depending on player abilities.

Be flexible in allowing children to choose new game rules. Provided the outcome is safe, allow for rules even if they are a bit odd.

### BLENDING IN

With high activity levels, kids still learning the fundamentals won't stand out because everyone is engaged.

### COMPETITION

Having fun and being with friends in a safe and familiar setting are the key motivators for young children. They may understand the significance of winning and losing. The main focus of competition will be on personal improvement rather than competing against others.

## Coaching

### DEMONSTRATIONS

- > Younger children may not be ready to act as 'player role models', so be ready to demonstrate yourself.
- > If you choose to use children, don't always use the most proficient child in the class.

### COMMUNICATING

Let each child know they are important.

- > Communicate with eye contact and friendly body language throughout the session.
- > For young children, your warmth and interest in them will be as important as the games you introduce. Try your friendly body language routine in the bathroom tonight!

- > Keep it positive – lots more *dos* than *don'ts*.
- > Use 'warm and firm' rather than 'cold, authoritarian and firm'.
- > Check for understanding. For example, 'Kate, John and Asako make sure you turn at the marker and not the wall.' Then check for understanding, 'Is it OK to turn at the wall?'
- > Names are important. Guide activities where children call out each other's names with your assistance.
- > Provide praise for attempts. Praise publicly and correct in private.
- > Keep instructions simple and short. Mix words with action. For example, 'Pass like this while demonstrating.' Give 'just enough' information to get the activity started. Provide more information later.
- > 'Would you like to tell me about it?' or 'Show me what it does.' is preferable to 'What is it?'

### HAVE SOME FUN

Kids love to see the coach make a 'mistake'. Give them some ammunition, for example:

- > 'If you are tagged stand like a stork.' (Stand on two feet with arms outstretched). Ask, 'Is that how you would stand?'



- > **The unexpected** – children enjoy silly moments. For example in a passing activity you might pull out of your pocket an old sock rolled up and ask 'Who wants to throw my favourite old sock?' They might say, 'No way!'

**Talk with  
children, not  
at them.**

### MUSIC MAKES A DIFFERENCE

If you are playing indoors, providing a musical backdrop can be very motivating. It is also a good way to signal the start and finish to activities.



## Class management

### THE SESSION IN ACTION

- > Conduct activities in short bursts. Remember: 'Kill a game before it dies.'
- > Use pairs and small group activities frequently.
- > Let the action roll without too many interventions.
- > Passing in the order: girl – boy – girl – boy... is a game rule to ensure broad participation.

### ROUTINES

Routines provide an opportunity for you to create an enjoyable playing space and save time.

- > Develop signals or routines for forming into a group, starting and finishing an activity, and pausing an activity. These signals will be applicable to other situations such as putting equipment away or moving from one activity to another.
- > You can use music as a signal to start an activity and conclude it – for example, retrieve balls when the music stops.
- > Develop appropriate words to go with audible or visual signals, for example to start: 'Ready, go.'
- > Implement a routine to change activities – for example, you might say 'Change' and demonstrate with a helicopter arm swing.

### SETTING UP

- > Do as much setting up as you can before the activity or session starts.
- > Set up targets close to a wall so the wall stops the ball's movement.
- > Encourage children to return equipment to a central place of container – make this a fun activity, such as walking with a ball between the legs.
- > If you involve children in setting up, make sure everyone is involved.



## Safety

These are additional tips to those starting on page 38.

- > Communicate clearly where the boundaries are.
- > Tape caps onto plastic milk bottles so they don't end up in children's mouths.



- > Continually remind children about and reinforce safety procedures.

## Playing for Life resources suitable for young children

Use the activities below to create session plans. Make some assessment of the children's ability to play with bats and balls and to travel and balance in various ways and choose activities accordingly.

ABOUT THE START OUT ACTIVITIES	NAME	ACTIVITY
<b>Moving about, space awareness &amp; tag games</b>		
Running space and awareness. Use music as a backdrop.	<b>Form a group</b>	Start out WC 01a
More locomotions mixed with balancing, forming groups and using imagination. Add music.	<b>Look out for others</b>	Start out WC 03b
Energise with different locomotions.	<b>Here, there, nowhere</b>	Start out CP 02a
A tag game involving balancing.	<b>Stork tag</b>	Start out WC 05b
Combines weaving in and out of players to tag a partner.	<b>Partner tag</b>	Start out WC 08a
A tag game that involves groups.	<b>Loose carriage</b>	Start out WC 10c
A tag game that will appeal to the imagination.	<b>Hospital tag</b>	Start out WC 04c
<b>Cognitive-perceptual emphasis</b>		
Call out actions that require <i>left/right</i> discrimination.	<b>Two halves</b>	Start out WC 02a
Combines keeping a ball in the air while calling letters of the alphabet.	<b>Kai [cooperative variation]</b>	Start out CP 05
<b>Energisers</b>		
An energiser that combines moving about 'high-fiving' in various positions.	<b>Low 5s – High 5s</b>	Start out WC 08b
Imagine running on the spot with lots of creative variations. Fun and fast moving with appeal to the imagination. Music adds an extra dimension.	<b>Fun on the spot</b>	Start out WC 10a
Frantic throwing that's lots of fun.	<b>Throw, throw, throw</b>	Start out WC 04a
Players run around flipping objects. Space awareness is important but don't take scoring too seriously!	<b>Flip it</b>	Start out WC 09b
<b>Ball handling/manipulation</b>		
Simple passing with exploration and inventiveness required.	<b>Back to back pass</b>	Start out CP 08
Players run around a circle receiving a ball from a feeder.	<b>Run the circle</b>	Start out CP 03
Manipulating a ball and passing with a physical challenge. You will need a wall.	<b>Take a seat!</b>	Start out CP 04b
Rolling a ball to a partner. Add a time challenge and gates.	<b>Triangle roll</b>	Start out CP 06a
Throw – catch. Can be done with rolling.	<b>Long throw</b>	Start out CP 06b
<b>Cooperative play</b>		
Moving with a blindfold assisted by others. Opportunities for communication and fun.	<b>Blind run</b>	Start out CP 02c

### Activities by *Playing for Life* categories

INVASION GAMES	STRIKING & FIELDING GAMES	NET AND COURT GAMES	TARGET GAMES
<p>Start out INV 04 <b>Boundary pass</b> Passing skills</p>	<p>Start out SF 02 <b>Bucket and hoop</b> – ball is tossed to make it easier. A ball is tossed to a hoop or bucket.</p>	<p>Start out NC 02a <b>Keep the ball up</b> Groups of children keep a ball in the air.</p>	<p>Start out TG 03 <b>Snakes alive</b> Position a ball by rolling it.</p>
<p>Start out INV 05 <b>On-court off-court rapid pass</b> Passing skills and interception</p>	<p>Start out SF 01b <b>Target throw &amp; run</b> – ensure easy targets Balls are thrown at a target followed by running to a base.</p>	<p>Start out NC 01 <b>2 square bounce</b> A simple court game that involves throwing a ball into an opponent's court.</p>	<p>Start out CP 07a <b>Hit the square</b> Bounce passing in pairs.</p>
<p>Start out INV 02 <b>Names</b> Players in a circle pass a ball. A centre player tries to intercept.</p>	<p>Start out WC 07 <b>Tunnel &amp; laps</b> A ball is hit into the field and both strikers and fielders complete an activity.</p>	<p>Start out NC 04 <b>Rally around</b> A circuit with passing and hitting. Modify to suit player abilities – no bats.</p>	<p>Start out TG 04 <b>Kolap</b> A bean bag or similar is thrown to a target.</p>
<p>Get into it INV 01 <b>Interceptor</b> Two players pass a ball. A third tries to intercept the ball.</p>	<p>Get into it SF 02 <b>Engage all</b> (use a tee) A ball is hit from a tee. All fielders are engaged in an 'every one touches' activity.</p>	<p>Get into it NC 01 <b>Blanket ball</b> Volleyball using a blanket.</p>	<p>Get into it TG 08 <b>Bombard</b> Make a big ball move by throwing tennis balls.</p>
<p>Start out INV 03 <b>Pairs passing</b> Passing in pairs</p>	<p>Get into it SF 08 <b>Over the pit</b> A ball is hit from a feed over a no-go area.</p>	<p>Get into it NC 02 <b>Sitting volleyball</b> The name says it all!</p>	<p>Get into it TG 06 <b>Koolchee</b> (cooperative variation on side 2). Knock the skittles down.</p>



# Conducting a session

## Conducting a session

Tips for conducting fun, challenging sessions that maximise participation.

### PLAN, PLAN, PLAN

- > Walk through the session in your mind before you conduct it. Pay particular attention to organisational aspects and the flow of activities.
- > Anticipate what you might do if things aren't working.
- > The better prepared you are with a plan, the more confident you will feel about some spontaneity on the day!

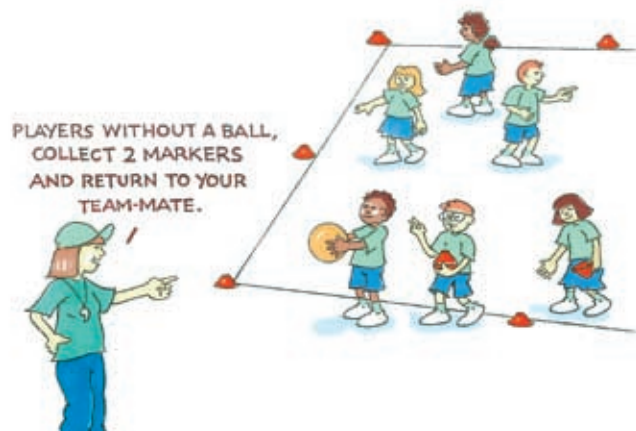
#### Plan for:

- > repetition over several weeks to allow for learning and consolidation
- > variety to cater for short attention spans – variety within a game (CHANGE IT) or different games.



### SETTING UP

- > Know what you will need and where it is to be placed before you arrive.
- > Set up ahead of the session.
- > Involve players with specific setting up tasks.



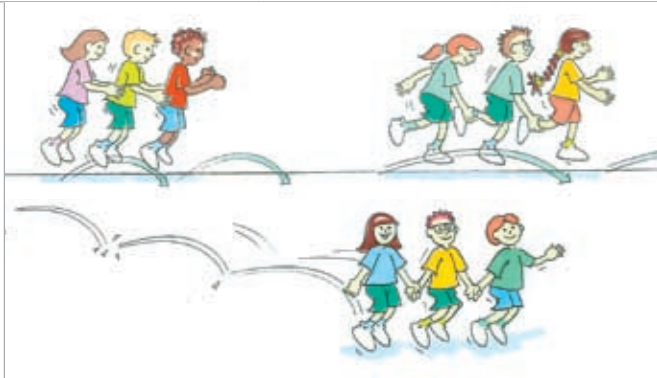
### FORMING GROUPS

- > A simple '1,2,3... 1,2,3'... is quick and easy and avoids players being 'left behind'.
- > Avoid team captains picking their own groups... imagine if you were the last person picked!
- > Other methods are shown on the *activity cards* (Start out WC 01a or b) and can contribute to fun, cooperative play or physical activity. You will need to plan for these and allow time for them.
- > Matching players of different abilities may be appropriate in some situations.



**TRANSITION ACTIVITIES**

- > An energising transition is to have players touch each corner or each side of the playing area and reassemble in the centre.
- > Using different individual or group locomotions between activities.



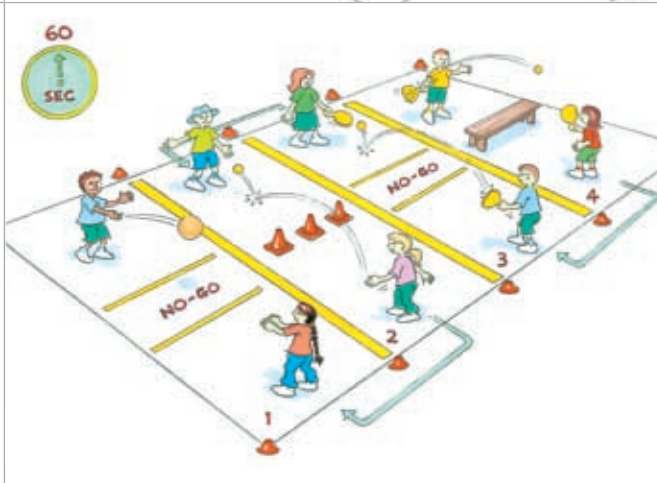
**ENERGISERS**

- > Play these at any time.
- > See Start out Wildcards 04–10
- > Some Start out activities require high energy levels and can be used as energisers e.g. *Flip it* (Start out WC 09b) or *Throw throw throw* (Start out WC 04a)



**CIRCUITS**

- > One group per activity station.
- > More stations means more participation, but can take longer to set up.
- > Set a time limit for participation at each station (generally 2–3 minutes).
- > Have an agreed procedure for assembling, moving to the next station and beginning the new activity.
- > Add some fun and an extra physical challenge by requiring different locomotions between stations.



**INTRODUCING THE ACTIVITY**

Use the *Playing for Life* cards. Note the short summary **descriptions, illustrations** and **'What to do'**.

- > Use the name of the game on the card.
- > Show players the illustrations and demonstrate the activity.
- > Show enough to start the activity – refinements can be introduced later.
- > Make connections to previous games.
- > Some players may not understand the game the first time.

**What to do**

**SETTING UP**

- > Teams are set up as shown.
- Keep teams small (2 or 3 pl) to ensure lots of activity.

Combines accurate rolling  
Players in teams roll a ball  
a gate to a wall beyond.  
The first ball that passes  
through the gate and  
reaches the wall wins  
the point for that team



<p><b>INSTRUCTIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Be brief and explicit.</li> <li>&gt; Instructions linked to a demonstration are best.</li> </ul>	
<p><b>DEMONSTRATIONS</b></p> <ul style="list-style-type: none"> <li>&gt; Make sure everyone can see.</li> <li>&gt; Avoid having the class look into the sun.</li> <li>&gt; Use positioning to avoid distractions such as other games.</li> <li>&gt; One or two key points only.</li> <li>&gt; Allow questions.</li> <li>&gt; Get them playing quickly.</li> </ul>	
<p><b>LET THE KIDS PLAY</b></p> <ul style="list-style-type: none"> <li>&gt; Avoid too many interruptions, too much feedback and too many corrections.</li> <li>&gt; Make sure most of the session is used for participating in activities and games.</li> <li>&gt; Avoid over-coaching.</li> </ul>	
<p><b>LET THE KIDS EXPERIMENT</b></p> <p>For example, let the players take the game in a new direction or to another level. After playing an activity challenge players to come up with CHANGE IT variations.</p> <p>Provide a lead if necessary, e.g. 'Think of another way of scoring.'</p>	

**AVOID THESE**

- > Activities that eliminate players.
- > Activities used for punishment or to highlight lack of proficiency.
- > Playing games that highlight a mismatch between a player's ability and the requirements of the games.

**RULES FOR RELAYS**

Relays can highlight a player's lack of proficiency with a particular technique or understanding of an activity.

Pay particular attention to choosing relays that can accommodate varying abilities.

**EQUIPMENT**

- > Use age-appropriate equipment.
- > Have alternatives available to suit varying abilities.
- > Balloons work best indoors.

**IN THE POOL**

- > Set clear boundaries.
- > Determine water confidence/ swimming ability before conducting sessions.
- > Use CHANGE IT to accommodate varying abilities.
- > Keep the kids active.
- > Be aware of temperature.







## Preventing misbehaviour

Good discipline and strategies to deal with inappropriate behaviour are essential to carrying out an effective coaching program. Strategies aimed at conducting effective and safe coaching sessions go a long way to preventing misbehaviour.

Sometimes children misbehave in response to a coach's program, organisation or style. It is important for coaches to evaluate each activity session, especially if things do not seem to be working.

Adapted from *Community Coach Training Program Presenters kit* (Australian Sports Commission, 2005), *Essentials to Coaching Children course* (Office for Sport and Recreation, SA, 2005) and *Beginning Coaching Manual*, (Australian Sports Commission 2004).


	<p><b>CREATE A TEAM ATMOSPHERE</b></p> <ul style="list-style-type: none"> <li>&gt; Get to know each child.</li> <li>&gt; Listen, encourage and involve children in decision-making.</li> <li>&gt; Be happy.</li> </ul>
	<p><b>RULES AND ROUTINES</b></p> <p>Clear expectations are essential. Establish them for:</p> <ul style="list-style-type: none"> <li>&gt; attendance</li> <li>&gt; punctuality/arrival routine</li> <li>&gt; behaviour.</li> </ul> <p>Make rules (with input from children if appropriate) and explain the reason for each rule. Consequences will cover things like:</p> <ul style="list-style-type: none"> <li>&gt; time out</li> <li>&gt; calling parents</li> <li>&gt; missing training or a game.</li> </ul>
	<p><b>TEAM ROUTINES</b></p> <p>What are your expectations? For example:</p> <ul style="list-style-type: none"> <li>&gt; where to stand, what to do when an activity finishes and what to do with equipment when the coach is talking</li> <li>&gt; responses to winning and losing</li> <li>&gt; responses to opponents.</li> </ul> <p>Be prepared to change routines. Be fair and consistent when applying rules and discipline.</p>
	<p><b>INFORM PARENTS AND ADMINISTRATORS</b></p> <p>A 'no surprises' approach is best. Inform administrators and parents of expectations and rules, and the disciplinary measures you will use.</p>

**'Catch' the children doing good and ignore some of the not so good**

 <p>TODAY YOUR JOB IS TO...</p>	<p><b>LOOK FOR GOOD BEHAVIOUR</b></p> <ul style="list-style-type: none"> <li>&gt; Look less for mistakes and more for good behaviour and performance.</li> <li>&gt; Give children attention when they are not demanding it.</li> <li>&gt; Give the team 'clowns' more responsibility and do not always acknowledge their attention-seeking behaviours.</li> <li>&gt; Reward the behaviours you want children to show with praise and privileges.</li> </ul>
 <p><b>FUN Variety ACTIVITY</b></p>	<p><b>FUN AND LOTS OF ACTIVITY</b></p> <p><b>Tips</b></p> <ul style="list-style-type: none"> <li>&gt; Effective planning.</li> <li>&gt; Simple instructions.</li> <li>&gt; Variety.</li> <li>&gt; Maximise participation time.</li> <li>&gt; Encourage skill development.</li> <li>&gt; Enough equipment.</li> <li>&gt; Use CHANGE IT.</li> </ul>
 <p>THAT WAS THE BEST THROW YET!</p>	<p><b>THE PLODDERS, THE YOUNGEST AND THE SMALLEST</b></p> <p><b>Make allowances</b></p> <ul style="list-style-type: none"> <li>&gt; Praise small improvements openly.</li> <li>&gt; Ask how they are feeling.</li> <li>&gt; Ask their opinion on a game.</li> <li>&gt; Give them small challenges.</li> </ul>
 <p>THAT WAS THE BEST THROW YET!</p>	<p><b>THE MORE PROFICIENT</b></p> <p><b>More proficient children will need challenging</b></p> <ul style="list-style-type: none"> <li>&gt; Use them as role models – e.g. changing partners often.</li> <li>&gt; Use CHANGE IT to challenge them, e.g. they can only pass below shoulder height, score in a confined area, defend a larger area or they may be '1' in 2 v 1 activities.</li> </ul>

## Dealing with misbehaviour

The following points give you a routine for dealing with misbehaviour. Stick to a routine and be consistent and patient – some misbehaviour may need time to correct. Try to encourage 'good' behaviour.

	<p><b>Quietly correct</b></p>	<ul style="list-style-type: none"> <li>&gt; Do it without delay.</li> <li>&gt; Non-verbal cues may be appropriate – move closer, nod, frown or stare.</li> <li>&gt; Join in and partner the misbehaving child without commenting.</li> <li>&gt; Divert their attention.</li> <li>&gt; Ask a skill-related question, such as 'How is that serve coming along?'</li> <li>&gt; Praise a good aspect of their involvement.</li> <li>&gt; Ask if they are having difficulty.</li> <li>&gt; Remind them privately of the group rules and appropriate behaviour.</li> <li>&gt; Address the behaviour, not the character, of the child.</li> </ul>
<p><b>STILL A PROBLEM?</b></p>	<p><b>The coach's next step ...</b></p>	<ul style="list-style-type: none"> <li>&gt; Relate the problem back to team rules.</li> <li>&gt; Ask the child, 'What are you doing? Is this against the rules?' Follow with, 'What should you be doing?'</li> </ul>
<p><b>MISBEHAVIOUR CONTINUES</b></p>	<p><b>Explain the consequences or loss of privileges</b></p>	<ul style="list-style-type: none"> <li>&gt; Be polite, calm and brief – keep a cool head.</li> <li>&gt; Be specific.</li> <li>&gt; Do not use punishment, blame, shame, pain or sarcasm.</li> <li>&gt; Do not ignore the child.</li> <li>&gt; Forgive and forget.</li> <li>&gt; Withdraw the child from activity. Use a time-out away from other children but close enough to supervise.</li> <li>&gt; Provide an opportunity for the child to rejoin the group if the child agrees to abide by the rules.</li> </ul>
<p><b>REFERRAL</b></p>	<ul style="list-style-type: none"> <li>&gt; If the problem is not rectified, refer the matter to the school/service supervisor.</li> </ul>	
<p><b>MORE TIPS</b></p>	<ul style="list-style-type: none"> <li>&gt; Discipline the individual not the whole group.</li> <li>&gt; Don't use physical punishments such as push-ups or running laps.</li> <li>&gt; Don't leave your group to deal with a serious discipline problem – send another child.</li> <li>&gt; Don't physically handle an offending child.</li> </ul>	

# Coaching for all – CHANGE IT

**Central to *Playing for Life* is the idea that physical activity can be both challenging and inclusive of all who wish to participate.**

Also central to *Playing for Life* is the recognition that we are all different. *Playing for Life* doesn't attempt to categorise players by physical, intellectual, medical or other category. Rather, the program recognises that our abilities vary along a continuum. One player may have well-developed tactical skills but less-developed physical abilities. Another player's endurance may be well developed but they may have poor flexibility, and so the list of contrasting abilities goes on.

## Effective coaching

Accommodating a range of abilities is what effective coaches do all the time. The *Playing for Life Activity Cards* provide lots of examples of modifying an activity to include all. Side 2 of the cards use the acronym CHANGE IT. This is a memory jogger to remind you that changes to the rules, player roles, the playing area, equipment and the way you coach can all contribute to inclusion.

'Modified sport' is a familiar term to many coaches. 'Playing for Life' is a refinement that modifies games to match the playing task with player abilities. Again, CHANGE IT is a useful reminder about changing the activity to suit the varying abilities of children within the group and to meet the session objectives.

## Why change an activity?

The graphic opposite shows 'how and why' an activity might be changed. The CHANGE IT acronym is expanded on the next page.

## How do I know when to change it?

Ask yourself 'What is the purpose of the activity?' The answer will go to the heart of the activity and may include outcomes such as:

- > score goals
- > promote passing, interception with a high-level of participation.

If the primary outcome is not being met, e.g. goals not being scored or only a few players touching the ball, then change it!

If children are successful in the challenge, allow the activity to continue to reinforce the positive results, and then consider CHANGE IT options to make it more challenging.





<b>C</b>	<b>Coaching</b> <ul style="list-style-type: none"> <li>&gt; Facilitate player-centred coaching – see page 10.</li> <li>&gt; Modify your teaching style to suit the needs of each player – instructions, demonstrations, feedback.</li> </ul>	
<b>H</b>	<b>How to score</b> <ul style="list-style-type: none"> <li>&gt; Vary how to score so everyone can be included.</li> <li>&gt; Use it to make activity easier or harder.</li> </ul>	
<b>A</b>	<b>Area</b> <p>Modify the playing area to:</p> <ul style="list-style-type: none"> <li>&gt; change the intensity of play</li> <li>&gt; highlight tactical plays</li> </ul> <ul style="list-style-type: none"> <li>&gt; make an activity easier/harder</li> <li>&gt; make the activity safer.</li> </ul>	
<b>N</b>	<b>Number of players</b> <ul style="list-style-type: none"> <li>&gt; Highlight tactical plays.</li> <li>&gt; Use CHANGE IT to make activity more inclusive.</li> </ul>	<b>I</b>
<b>G</b>	<b>Game rules</b> <p>Vary to:</p> <ul style="list-style-type: none"> <li>&gt; make it easier or harder</li> <li>&gt; highlight a skill or tactical aspect</li> </ul> <ul style="list-style-type: none"> <li>&gt; vary the game experience</li> <li>&gt; make it inclusive</li> <li>&gt; see also 'H' and 'N'.</li> </ul>	<b>T</b>
<b>E</b>	<b>Equipment</b> <p>Use different equipment to:</p> <ul style="list-style-type: none"> <li>&gt; broaden the range of playing experience</li> </ul> <ul style="list-style-type: none"> <li>&gt; make the activity easier/harder</li> <li>&gt; suit the abilities of all the children.</li> </ul>	
		<b>Inclusion</b> <ul style="list-style-type: none"> <li>&gt; Player-centred coaching using CHANGE IT.</li> <li>&gt; Adapt or modify different aspects of the activity so that everyone is included.</li> </ul>
		<b>Time</b> <ul style="list-style-type: none"> <li>&gt; Vary the duration to impact on the volume and intensity of the activity.</li> </ul>

## HOW & WHY CHANGE IT?

### Technique development

- > Use **CHANGE IT** to develop technique in the game context.
- > Use 'discrete coaching' off to the side, if and when required with selected players.

### Safety

Use **CHANGE IT** to ensure the playing environment is a safe one.

### Activity level

Use **CHANGE IT** to change the intensity or duration of the activity.

### Skill development

Use **CHANGE IT** to progressively develop skills (easier – harder)

### Tactical development

Use **CHANGE IT** to progressively develop tactical skills and thinking.

### Variety

Use **CHANGE IT** to

- > provide variety
- > maintain interest
- > experience different equipment.

### Inclusion

Use **CHANGE IT** to

- > *include all*
- > provide challenges that match ability levels
- > foster teamwork.

...and if it's still not working, use **CHANGE IT**

## CHANGE IT at work

The following pages provide examples of how to use **CHANGE IT**.

If a game hits a 'low spot', be ready to change it quickly. Sometimes the extra challenge of making the activity *harder* can raise spirits and energy levels.

Remember that in a *Playing for Life* context games may be a much smaller version of the 'full' game. For example,

*Interceptor* (Get into it INV 01), using just 3 players, forms the basis of *invasion games* that may be up to 18 a side.

NOW TOUCH  
BOTH MARKERS



## C

### COACHING

- > Ask questions and set challenges.
- > Change the content or delivery method, using CHANGE IT variations.
- > Structure the session to maximise game play rather than technique development.
- > Adopt a player-centred coaching style.
- > Facilitate the use of player role models to highlight coaching points.

#### ASK THE PLAYERS

##### Passers

- > 'What can you do to keep possession if space is restricted?'
- When a passer has the ball**
- > 'Where will you aim to pass the ball?'
  - > 'How close will you get to the interceptor before passing the ball?'
- When your team-mate (passer) has the ball**
- > 'Where will you move to receive the ball?'

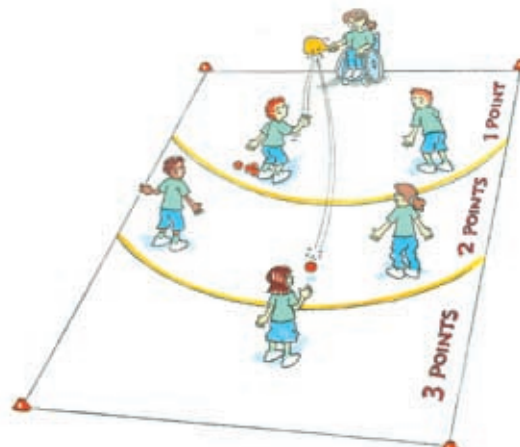
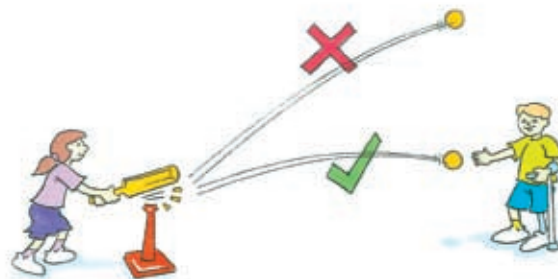
## H

### HOW TO SCORE

The method of scoring impacts on how the game is played and its degree of inclusiveness.

For example in *End ball* (Get into it INV 08) a variety of scoring methods are possible.

- > The ball can be caught on the full and used to hit the skittles.
- > The end player can catch the ball on the full.
- > Or, to make the game easier, relax the rule about catching the ball on the full.
- > Only balls hit below waist height count.
- > Use zones to provide scoring options.



## A

## PLAYING AREA

Changing the size, shape, surface and location of the playing area can change the activity in many ways. Changing the dimensions of the playing area may make it easier for some participants and harder for others.

- > Imaginary zones around players, e.g. 1m, are useful in invasion games with players who may be intimidated by close contact.
- > Scoring zones are used in striking and fielding games to provide options for players. They can reduce the need for travelling to score.
- > The type of surface can have a significant impact on inclusion:
  - harder surfaces are better for children in wheelchairs
  - softer surfaces are better for children with leg prostheses.

**TAG GAMES**

Area: smaller/larger

Speed, agility and other player awareness requirements are all heightened in a smaller area.

A smaller area reduces the amount of distance to cover and often makes the activity easier for taggers.

**INVASION GAMES**

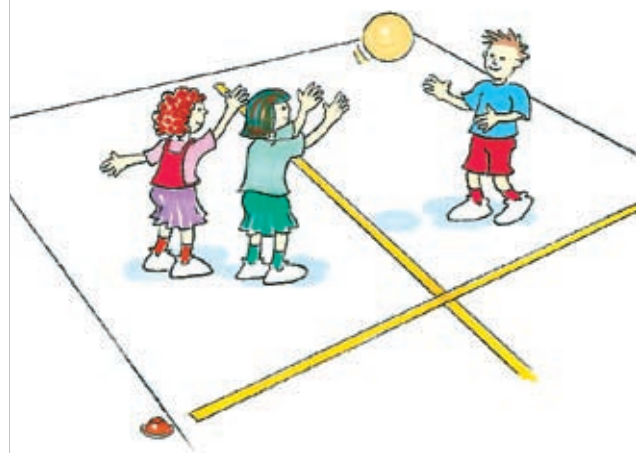
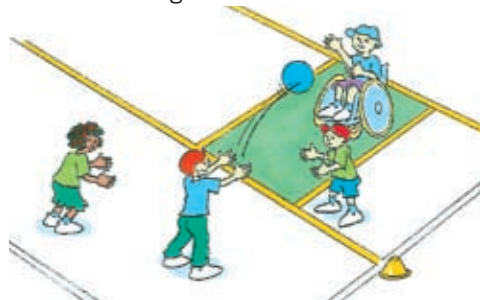
Area: smaller/larger

In the example provided, a bigger area makes it easier for the passers (more room) but harder for interceptors.

Modify the conventional playing area to make it more inclusive. Use:

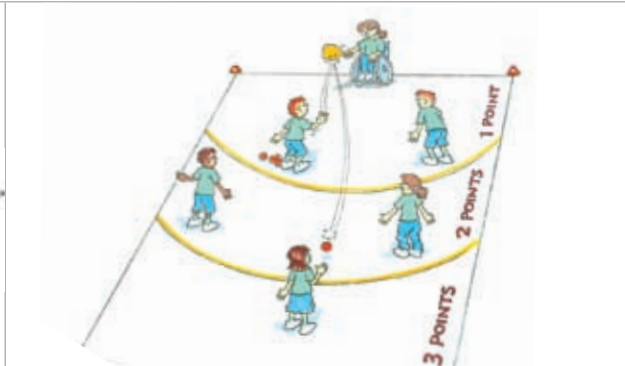
- > ability-matched zones
- > zones for specific players.

Where standing players and wheelchair users play together, separate zones can give some players more space or reduce travelling.



### STRIKING AND FIELDING GAMES

Create scoring zones to reduce emphasis on travelling to score and to give everyone a chance to score.



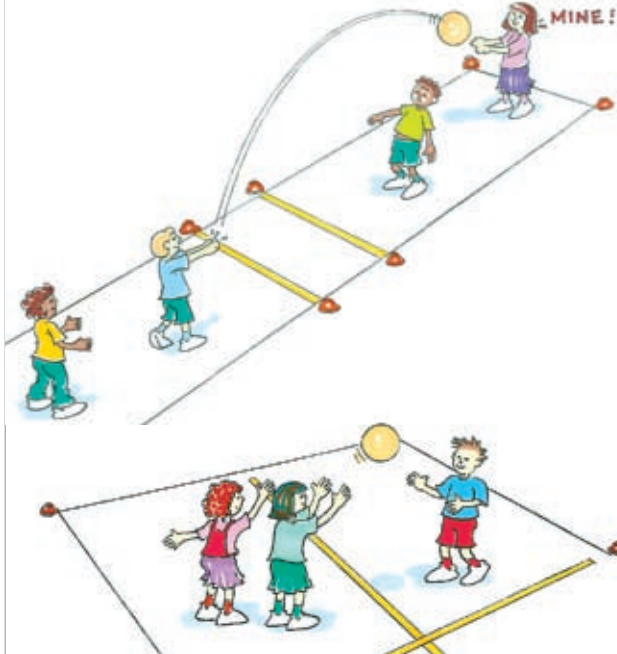
### NET AND COURT GAMES

- > Alter the size of the playing area or court area to balance play.
- > Create zones for seated and standing players, where necessary – only make the change if required.



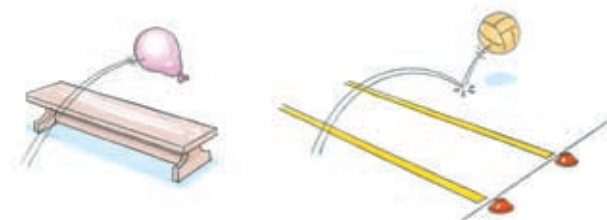
### CHANGE THE AREA IN DIFFERENT WAYS:

- > bigger or smaller with similar proportions
- > long and skinny, e.g. use with net and court games to force play along the entire court
- > play cross-court. Groups can play side by side.



### NETS/BARRIERS

- > A simple 'no-go' zone provides a useful substitute for a net and will be easier for some players.
- > Use benches.



**GOALS AND TARGETS**

These are another *playing area* variable. The size, location and distance to the goal or target can have a big impact on scoring. Scoring can be made easier or harder by additional restrictions such as a 'no-go' zone around a goal or target.

**Alternative targets**

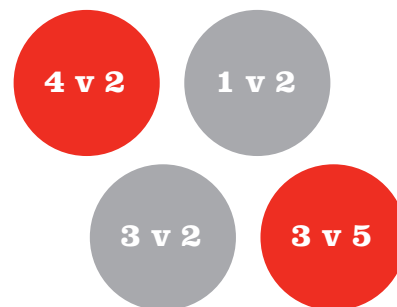
Varying the target can:

- > change the way points are scored
- > make the activity easier or harder
- > provide options for players.

**N****NUMBER OF PLAYERS****TEAM SIZE**

Don't be too focussed on equal team sizes. Different team sizes, e.g. 4 v 3, can be used to:

- > equalise the effects of different player abilities
- > provide a challenge to the smaller team
- > emphasise a tactical play
- > lengthen or shorten the duration of a game.

**SMALLER GROUPS**

Banish the line-up by using smaller groups and increasing activity levels.

Smaller groups also enable a closer matching of player abilities.



## G

## GAME RULES

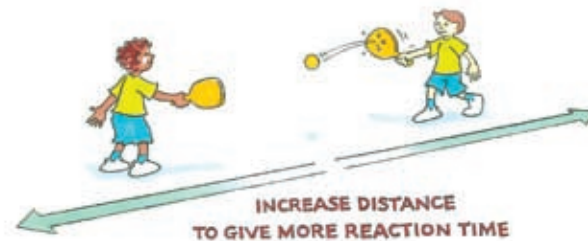
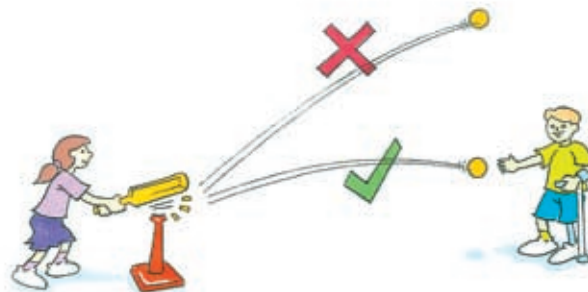
Using **CHANGE IT**, rules are there to be changed! Rules also include the roles assigned to children. For example, if two goalkeepers enhance the game, use two. Change rules to suit the needs of the children and the activity.

**BASIC RULES**

- > Don't allow tackling.
- > Allow extra bounces before a ball is hit or caught.
- > Allowing a greater distance between children gives them more time to react, e.g. hitting a ball to one another.
- > Only balls hit below waist height count.
- > Substitute walking for running.
- > Use a mix of cooperative and competitive play.
- > Bouncing, rolling or an underarm feed are easier to receive than an overarm throw.
- > Sitting or kneeling may be used to promote inclusion and provide an interesting new game experience.



- > Substitute other skills for jumps, e.g. in moving and jumping activities, some wheelchair users can move, push up on their wheels or wheel guards and move on.
- > Other substitutes include stepping over an obstacle or moving a wheelchair up a slope.
- > Participants who have mobility or coordination restrictions can substitute other skills in passing games.
- > Restricting some players to using their non-dominant hand can assist in equalising player abilities.

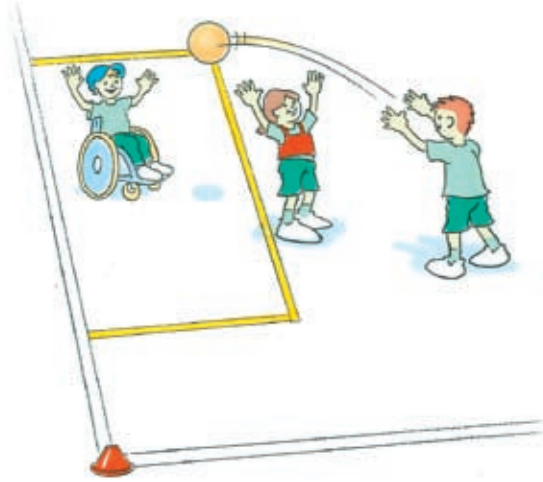


**PLAYER ROLES**

Role assignments can be varied, including:

- > goal keeping – assign specific roles to suit the ability of the children
- > acting as a ‘buddy’ to another child, e.g. who has limited mobility
- > allowing a child to occupy a special zone
- > allowing a team-mate to provide a ball feed rather than someone from the opposing team.

A game rule change relating to player roles is an easy way to make the activity more inclusive.

**DIFFERENT FUNDAMENTAL PERCEPTUAL-MOTOR SKILLS**

Use these variations to accommodate different player abilities and proficiencies with the fundamental perceptual-motor skills.

Passing – a ball may be rolled, thrown, handed or kicked. For each of these sending methods, variations abound.

Bowling/feeding – using a batting tee, self-feeds and team-mate feeds are alternatives to receiving a ball from the opposing team.



### MOVING AROUND THE PLAYING AREA

Try as many different ways of moving and travelling as possible. If a player has limited mobility, then focus on use of other body parts for movement/propulsion/locomotion.

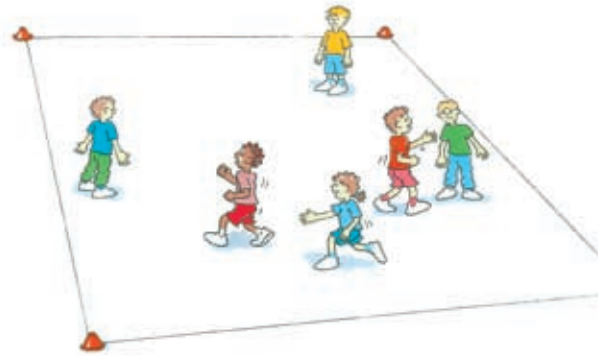
Varying the *locomotion* can:

- > provide a physical challenge
- > deliberately slow down or speed up children
- > make the activity safer, e.g. when space is confined, moving more slowly is generally safer.

A fun option to make the play more equal, e.g. for a child who has limited use of one leg, is to require hopping by all children. Other options include varying the area, method of tagging, method of scoring or use of zones.

Restricting movements with the ball, e.g. only allowing four steps before passing, can:

- > highlight tactical aspects over speed and agility
- > make the activity safer
- > simulate specific sport rules
- > provide additional challenges for those who are faster or more agile.



## E

### EQUIPMENT

Using **CHANGE IT** to vary the equipment used can have a significant effect on accommodating different fundamental motor skill abilities, visual skills or abilities, reaction times, locomotor abilities and coordination.



Playing with different balls or striking implements (type, size, weight, density, colour, contrast) can also provide exposure to activities that lead to a variety of team sports. They also can provide extra challenges and help to retain interest.



**DIFFERENT BALLS**

- > Softer and larger are easier to catch.
- > Ball colours that contrast with the background are easier to see.
- > A *goalball* makes a sound when it rolls.
- > A volleyball or similar wrapped in plastic and secured with tape is a substitute for a goalball.
- > A soft ball is gripped more easily.
- > Non-rolling balls can be used with target games.
- > A balloon provides more reaction time.



**SOFT BALL  
MAY BE GRIPPED  
MORE EASILY**

**DIFFERENT STRIKING IMPLEMENTS**

- > Lighter bats or rackets with shorter handles make the activity easier.
- > Remember, children can send a ball in different ways, e.g. a hand or a bat. If these are not suitable, then the ball may be kicked.
- > Some children may prefer a two-handed grip on a paddle bat or similar.



**There is more than one way to send a ball!**

**VARIATIONS****DIFFERENT CATCHING IMPLEMENTS**

- > Baseball/softball mit, Velcro® mit
- > Balls can also be caught in different ways. How can you change it to include all and suit the varying abilities of the children?

*Assistive devices*, such as batting tees, boccia ramps or buddies, can enable children with limited coordination to be involved alongside children with more advanced skills. They can also be used to progressively develop a skill.

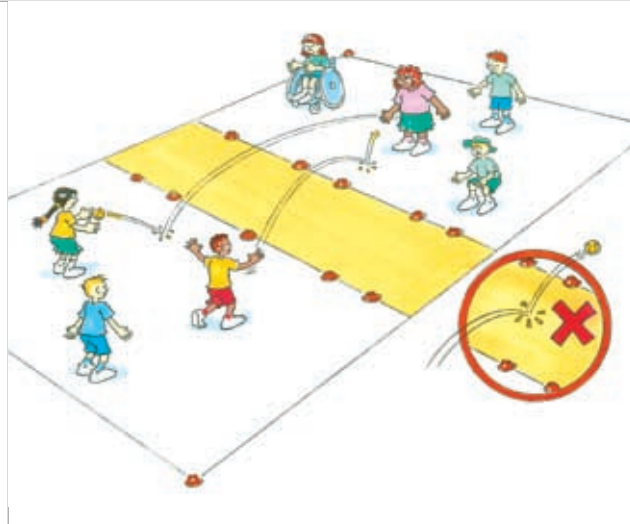
## I

## INCLUSION

Inclusion is the result of applying the other **CHANGE IT** variables to the game situation in a way that adjusts the game to the abilities of the players. The **CHANGE IT** and *include all* concepts are not disability-specific but rather the application of good coaching to ensure everyone has a challenging and enjoyable game experience.

Avoid labelling players – the bottom line is we are all different. Think *player abilities* and *differently abled*.

In applying modifications maintain the integrity and essence of the game. Only modify where necessary and only maintain the modification where required.

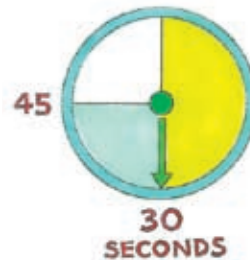


## T

## TIME

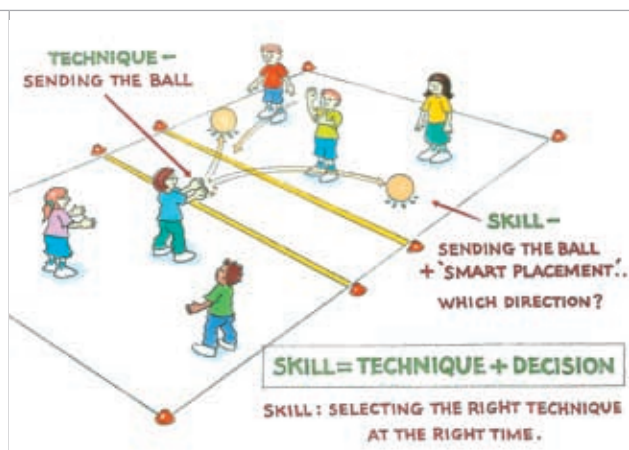
Varying the amount of time to complete a challenge/activity changes the game's intensity. The duration of an activity can also be varied to suit the fitness or attention span of the children. Here are some examples:

- > 'How many passes can you make in 45 seconds?' followed by 'Now see if you can make as many passes in 30 seconds.'
- > Changing the playing area can impact on the intensity of the activity and its duration. With a tag game, making the area smaller increases the intensity of the game. All players are likely to be tagged in a shorter time.







### Skill or technique – what's the difference?

*Technique* is the action of doing something such as hitting, kicking, catching, throwing, running or jumping. *Skill* is execution of the right technique at the right time. It requires some additional *decision-making*.



## Scoring

There are no hard and fast rules about scoring. Use different methods to suit your session objectives. Here are some ways of scoring:

<p><b>SET NUMBER</b></p>  <p>Using a set number might be useful where the technique/skill is less developed – the focus is on the technique/skill, not the time taken to complete the activity.</p>	<p>Players may change the target after the first round of a set number.</p> <p>A challenge may be added by noting the first pair or group to achieve the number. This is best used with pairs and teams rather than individuals.</p>
<p><b>SET TIME</b></p> <p>Players attempting to achieve a pair's or team's best have to take care with both their sending and receiving skills.</p> 	<p>Players try to achieve their best score in the time available. The following options are possible:</p> <ul style="list-style-type: none"> <li>&gt; individual best</li> <li>&gt; pair or team best.</li> </ul>
<p><b>INDIVIDUAL CHALLENGE</b></p>  <p>Use scoring in a way that allows each child to challenge themselves to achieve success.</p>	<p>Allow individuals to set a 'bench-mark' for a set period of activity, e.g. high throws and catches.</p> <p>In the next round, have them set their own target.</p> <p>Individuals can keep their own score, therefore sharing targets and results is not necessary.</p>
<p><b>LET THE KIDS PLAY!</b></p> <p>When children play without adult supervision, scoring often varies with the moment! Often it takes a back seat to the free-flow and joy of play.</p>	<p>When the players know the fundamentals of a game from a previous session, allow some free play time.</p>
<p><b>COOPERATIVE ACTIVITY</b></p> <p>To promote teamwork and cooperation, use scoring to achieve the objective.</p>	

# Safety

## Providing a safe environment for children is not just confined to on-field coaching.

If you are to provide a safe environment for your players, you need to consider:

- > the 'what and how' of your coaching
- > the behaviour of all the other people who come into contact with the children as a result of the *Playing for Life* program
- > the playing environment and even the non-program time at the beginning and end of a session.

Detailed information about providing safe environments for children is contained in the *Community Coach Training Program Coach's Workbook* listed in the references and resources on page 58.

Below is a summary of measures a coach can take to minimise the 'on-field' risks when delivering a *Playing for Life* activity program.



**Safety is everyone's business!**

### WHO IS RESPONSIBLE?

**Duty of care** – coaches have a duty of care to provide a safe environment for the children in their care.

**Responsibility** – they should also assist children to develop a sense of responsibility for their own safety and to understand the consequences of their actions for themselves and others.

### THE PLAYING AREA

This comprises the playing environment and other players.

- > Teach 'space and other player awareness' with activities such as tag games, *Pairs passing* (Start out INV 03) and (Start out WC 03a and b). Don't assume that players will already have these skills.
- > Check the playing area *before the session* for unsafe features.
- > Modify an unsafe area if you can, otherwise mark it out of bounds.
- > Jogging to each boundary and returning to a central point is an easy awareness activity.



### OUT OF BOUNDS

Clearly define and notify out of bounds areas.

Secure extra equipment to avoid children becoming distracted and fooling around.



**PIT STOPS (TOILET BREAKS)**

- > Clearly outline the rules about leaving the class to go to the toilet.

**HOME TIME**

Establish and communicate clear rules about picking up kids at the end of a session:

- > where to meet
- > who is authorised to pick up
- > sign in/out procedures.

**LOOKING AHEAD**

Keeping an eye on the ball as well as other players is an important safety skill. It is also a good game-playing skill.

- > Coach this skill with continual reminders.

**PUTTING THE BRAKES ON!**

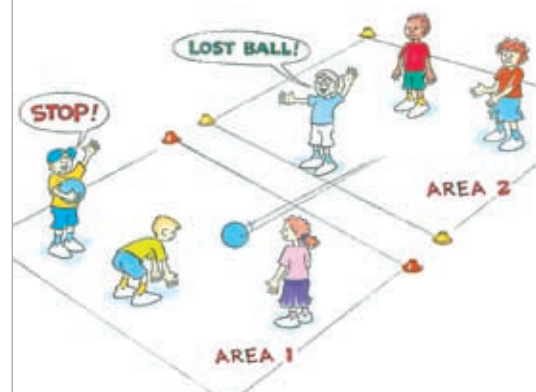
Some games require players to converge to a small area to retrieve a piece of equipment. There are several strategies that can be adopted to avoid heads hitting:

- > Direct player movements in a way that eliminates or minimises head-on retrieval.
- > Encourage players to look at both the objects they are retrieving and other players.
- > In some instances the players perform a 'braking action', such as a tuck jump just before they reach down to retrieve an object.

**LOST BALLS**

With groups playing side by side, balls may roll into other groups' areas.

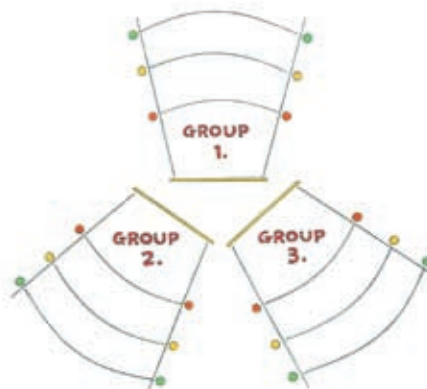
- > Establish clear rules for retrieving lost balls, e.g. the retrieving player asks for the game to stop and enters the other group's area when it's safe to do so.



### SPACE BETWEEN GROUPS

This is reinforced on many *Playing for Life* cards because the arrangement and separation of groups over the whole playing area is a very important safety consideration.

- > Ensure sufficient space between groups.
- > Ensure the play is directed in such a way that fielders do not clash when retrieving balls.



### BOWLING OR PITCHING A BALL

**Pitcher/bowler to one side** – In striking and fielding games this is a useful strategy for players who don't have sufficiently developed fielding skills and reaction times.

Set the bowler/pitcher off to the side as shown.



### IN THE POOL

- > To oversee activities conducted within water, it is essential that the deliverer has as a minimum current CPR qualifications.
- > Set clear boundaries.
- > Determine water confidence/swimming ability before conducting sessions.
- > Use CHANGE IT to accommodate varying abilities.
- > Keep the kids active.
- > Be aware of temperature.
- > Depth should be chosen to match player abilities.
- > Conduct activities away from obstructions such as steps.
- > Establish safe pool entry and exit procedures – NO DIVING.
- > State which areas are out of bounds.
- > Ensure no ducking or other 'horseplay'.



### WHEN NOT TO USE A WALL

- > Use markers or lines away from wall as turning points for relays and other similar games.
- > Avoid using walls as turning or terminating points.



**TRAFFIC FLOW**

Effective class management regarding the movement of players between activities involves:

- > ensuring you have everyone's attention
- > providing a clear short message about what to do
- > choosing 'traffic flow' arrangements that prevent children from running into one another.

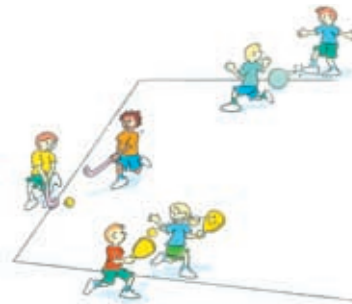
Plan for this aspect of your session.

Ensure everyone knows how the 'traffic' flows.

**CHOICE OF EQUIPMENT**

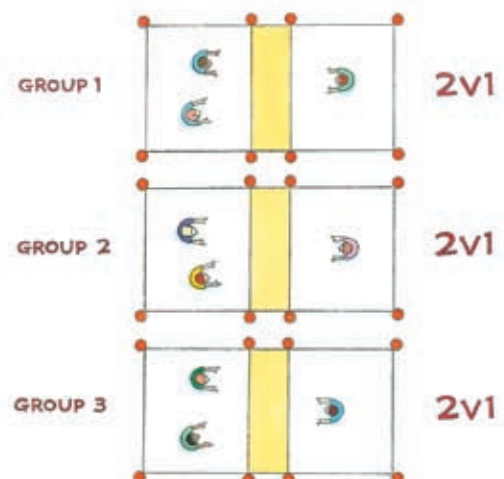
Choosing the appropriate hitting implement and ball is an important choice for safety reasons as well as for providing the optimum learning environment. Here are some tips:

- > Use larger and softer balls for children developing fundamental skills.
- > A larger light-weight bat is a good choice for children developing hitting skills.
- > A larger ball that has colour contrast with the background, or a goalball (makes a sound when it rolls) are good options for children with limited vision.
- > Balloons work best indoors.
- > A Velcro® mitt might be a good option for a child who is just learning to catch, or who has limited coordination or limited hand function.
- > Allow children to select, try and change their equipment. Often children will select the 'real' bat or ball only to discover it is difficult to use. They should feel comfortable in changing to something more suitable.
- > Coaches should monitor equipment selection.

**TEAM SIZE**

Adjusting team size by breaking up a larger group into smaller groups is a useful strategy to maximise the participation of all players.

- > Ensure sufficient space between groups.
- > Ensure players are suitably matched.
- > Ensure the overall area is sufficiently large and free of obstructions to host the smaller groups.



### ROUTINES

Consistent routines or 'protocols' are important in coaching. There should be no doubt about what you want when you give an instruction. Establish routines in the first session.

For example, adopt a consistent set of signals and rehearse these with the players.

- > Start activities with a consistent signal.
- > Have a consistent 'stop all activity' signal, e.g. blow a whistle or use a set call or hand signal.
- > 'Stop all activity' means put the equipment down.
- > Establish transition and emergency signals.
- > Be aware of requirements for school/service for dealing with sick or injured players.
- > Establish a routine for returning equipment.



### STOP!

If you see dangerous play, STOP the activity and explain what is appropriate and expected.



### EMERGENCY PROCEDURES

Ensure you have researched what you would do in the case of an emergency.

- > Do you know your school/service emergency procedures?
- > Module 3 – Safe Environments in the *Community Coach Training Program Coach's Workbook* is a useful source of information about dealing with emergencies.





# Traditional Indigenous games

***Wulijini* is the Tiwi language word for 'play'. A game called *Wulijini* is included in the *Playing for Life* resource kit. Play and enjoyment of activity are central to the *Playing for Life* philosophy. The traditional games adapted for this resource are good examples of activities that are enjoyable to play, as well as being culturally significant.**

Games play an important part in all cultures, not least Aboriginal and Torres Strait Islander culture. Games were a way to sharpen hunting skills, induct young men and women into the traditions of Indigenous culture and simply have fun.


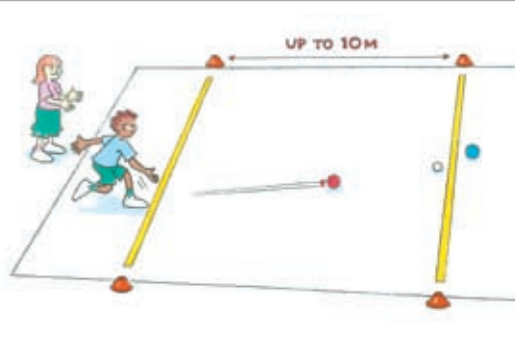
Such games have an important role in bringing people together and helping to build and sustain communities. The health benefits of games are an added bonus.

There is a rich tradition of elite Indigenous sports people going on to demonstrate their fine athleticism on the national and international stages.

It is hoped that this small sample of Indigenous games included in the *Playing for Life* kit will take these wonderful games to a broader audience and provide people with an insight into one aspect of Aboriginal and Torres Strait Islander culture.

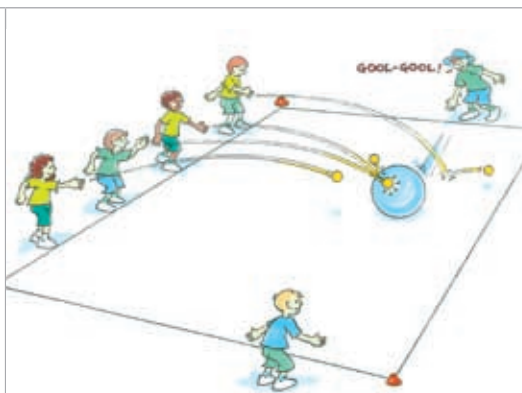
## Indigenous games and the *Playing for Life* kit

Additional background to the cards representing the traditional Indigenous games in the *Playing for Life* kit is provided below.

<p><b>BUROINJIN</b> Get into it INV 13</p> <p>This is a ball game that was played by the Kabi Kabi people in southern Queensland. The game was played with a ball made of kangaroo skin, which was called a buroinjin. Spectators used to mark their applause by calling out 'Ei, ei'.</p>	
<p><b>WEME</b> Get into it TG 03</p> <p>The Walbiri people of central Australia played a stone bowling game. One player threw a stone, which was used as a target by the second player. Players alternated turns with each aiming at the other's stone.</p> <p>The game is named <i>Weme</i> after a word from the Eastern Arrernte language of central Australia, which refers to 'throwing something at something else and hitting it'.</p>	

**GORRI** Get into it TG 07

Bowl-ball or disc games were played by Aboriginal boys and men in all parts of Australia. For example, in the disc rolling game common throughout Western Australia, a piece of rounded bark (disc) was rolled by one of the players for the other boys to aim at. The boy who set the disc rolling was about 15 metres away from the throwers and would call out 'gool gool' (going going) as he started the disc rolling. The boy or young man who succeeded in piercing the disc took the place of the roller. Accuracy of eye and speed in casting the spear were easily learned from the game.

**KAI** Start out CP 05

In this game from the Torres Strait a number of players stood in a circle and sang the *kai wed* (ball song) as they hit the ball up in the air with the palm of their hands. The game was played using the thick, oval deep red fruit of the kai tree, which is quite light when dry.

**WULIJINI** Get into it NC 04

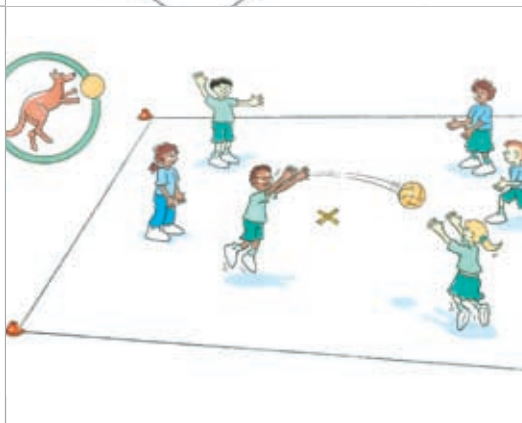
The hand hitting or handball game was played with a *zamia* (*Cycas media*) seed by the people of Bathurst Island in northern Australia. In the Meda district of north-western Australia, players used flat pieces of wood.

The game is named *Wulijini* after the Tiwi language (Bathurst Island) word for 'play'.

**KEENTAN** Get into it INV 12

A keep-away game of catch ball from the north-west central districts of Queensland played by both genders. Because the action of the players jumping up to catch the ball resembled the movements of a kangaroo, the Kalkadoon people sometimes described the game as the 'kangaroo-play'. The ball was made of a piece of opossum, wallaby or kangaroo hide tied up with twine.

The name is taken from 'play' (*keentan*) in the Wik-Mungkan language of north Queensland.



**WANA** Get into it SF 05

The young noongar (or nyungar) girls in the south-west of Western Australia had many games they played just among themselves, because after a certain age they were not permitted to play with the boys of the camp.

In one of their games a short piece of stick was placed on the ground to represent a *nhoba* (baby). Each girl had to defend her child from the *wanas* (digging sticks) of the other girls. *Wanas* were thrown from all sides of the young 'mother', all of which she tried to fend off with her own stick. The mother held her *wana* between her thumb and forefinger, putting it over her head, behind her back, against her side, in whatever direction the missiles came, thus learning to defend her young ones.

In real adult fights women sometimes stood beside their husbands and warded off the *kidjas* (spears) of their enemies.

**KOLAP** Start out TG 04

This object-throwing game was observed being played on Mer Island in the Torres Strait late last century. The game is named after the beans of the kolap tree, which were used as throwing objects.

The activity is shown on card (Start out).

**KOOLCHEE** Get into it TG 06

This ball-throwing and hitting game was played by people in the Lake Eyre district of South Australia. The balls used were as round as possible and were usually about 8–10 cm in diameter. Gypsum, sandstone, mud or almost any material that was easy to work with was used to make the balls. To play the game, players were in two teams and lined up on each side of a dry claypan. Each team then rolled the balls along the ground to the other side, the aim being to break up an opponent's ball by hitting it while it was moving. When balls cannoned out of play to the sides they were left until the stock of balls was nearly used up. These were often retrieved by the small boys and put into play again. The game was played for hours and usually until the balls left were too few to cause any excitement. The balls were called *koolchees*.



These background notes and the games in the *Playing for Life* kit were adapted from:

Indigenous Traditional Games at [www.ausport.gov.au/fulltext/2000/ascpub/traditional.asp](http://www.ausport.gov.au/fulltext/2000/ascpub/traditional.asp) from games sourced by John Evans from the research of Ken Edwards in *Choopadoo: Games from the Dreamtime* (Brisbane, QUT Publications, 1999).

# Goodies

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## Session Planner

See opposite for the template of the Session Planner.







Australian Government

Australian Sports Commission

*playing for life*

# SESSION PLANNER

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

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

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

List: activities, CHANGE IT, Ask the players

## Planning for a term

The planning template on page 49 is to help you map out in broad terms your week-to-week activities for a school term. An important principle of planning is to be flexible. Plans should vary according to the progress of the children, rather than the other way round!




### The best plans are made in pencil!

Here are some guidelines related to term planning:

- > Allow time for consolidation. Repetition is important in learning. There is no need to cover every activity in the box!
- > It may take children a week or two to 'get to know' a new game. Plan for this.
- > Be flexible and adapt the plan as the term proceeds.
- > Use the planner to guide the progressive development of activities.
- > Consider using the last three weeks of term for repetition of the most complex activity so the progression of sessions builds towards playing activities that are more complex and require greater levels of decision-making.



**The best  
plans are made  
in pencil!**

INCREASING COMPLEXITY >		
		
<b>Start out activities</b>	<b>Small games</b>	<b>Larger games</b>
For example: Back to back pass <b>Start out CP 08</b>	For example: No-go <b>Get into it NC 03</b>	For example: Newcombe ball <b>Get into it NC 06</b>
Also increase complexity with <b>CHANGE IT</b>		



Week	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
<b>Date</b>												
<b>Class mgt</b>												
<b>WILDCARDS</b>												
<b>Energisers</b>												
<b>COOPERATIVE PLAY</b>												
<b>INVASION GAMES</b>												
<b>STRIKING &amp; FIELDING GAMES</b>												
<b>NET &amp; COURT</b>												
<b>TARGET GAMES</b>												
<b>FINISH UP</b>												

## RICER Principles

		HOW	WHY
<b>R</b>	<b>Rest the child</b>	<p>Remove child from the field using appropriate method of transport and prevent further damage.</p> <p>Place the child in a comfortable position, preferably lying down.</p> <p>The injured child should be immobilised and supported.</p>	Further activity will increase bleeding and damage.
<b>I</b>	<b>Ice applied to the injury</b>	<p>The conventional methods are:</p> <ul style="list-style-type: none"> <li>&gt; crushed ice in a wet towel/plastic bag</li> <li>&gt; immersion by water</li> <li>&gt; commercial cold pack wrapped in a wet towel.</li> </ul> <p>Cold water from a tap is better than nothing.</p> <p>Apply for 20 minutes every two hours for the first 48 hours.</p> <p><b>Caution:</b></p> <ul style="list-style-type: none"> <li>&gt; Do not apply ice directly to skin as ice burns can occur.</li> <li>&gt; Do not apply ice to people who are sensitive to cold or have circulatory problems.</li> <li>&gt; Do not apply to children who have a low tolerance to ice.</li> </ul>	<p>Ice decreases:</p> <ul style="list-style-type: none"> <li>&gt; swelling</li> <li>&gt; muscle spasm</li> <li>&gt; secondary damage to the injured area</li> </ul>
<b>C</b>	<b>Compression applied to the injury area</b>	Apply a firm, elastic, non-compression adhesive bandage over a large area covering the injured part, as well as above and below the injury.	<p>Compression reduces:</p> <ul style="list-style-type: none"> <li>&gt; Swelling and bleeding</li> <li>&gt; Provides support for the injured part</li> </ul>
<b>E</b>	<b>Elevate the injured area</b>	Raise the injured area above the level of the heart wherever possible.	<p>Elevation decreases:</p> <ul style="list-style-type: none"> <li>&gt; bleeding</li> <li>&gt; swelling</li> <li>&gt; pain.</li> </ul>
<b>R</b>	<b>Refer and record</b>	<p>Refer to an appropriate health care professional for definitive diagnosis and continuing management.</p> <p>Record your observations, assessment and initial management before referral – send a copy of your records, with the child, to the health professional.</p>	To obtain an accurate definitive diagnosis and for continuing management (including anti-inflammatory medication) and prescription of a rehabilitation program.



## ACTIVE AFTER-SCHOOL COMMUNITIES

**Injury Report Form for Schools/OSHCS**

Responsibility lies with the coordinating school or OSHCS. Follow their procedures and requirements. This form is a sample that you may use for your own records. Use for significant incidents where an injury was involved. File a copy of the completed form with your session plans and issue copies to appropriate AASC personnel.

<b>School/OSHCS name and location</b>
<b>School/OSHCS number</b>

**BRIEF ACCOUNT OF INJURY**

Details of incident	
Accident date	Accident time

**DESCRIPTION OF ACTIVITY BEING UNDERTAKEN WHEN INJURY OCCURRED (GENERAL & DETAILED)**

--

**ACCIDENT DESCRIPTION**

<input type="checkbox"/> 1. Slip	<input type="checkbox"/> 5. Mental stress	<input type="checkbox"/> 9. Other (specify)
<input type="checkbox"/> 2. Trip	<input type="checkbox"/> 6. Collision	
<input type="checkbox"/> 3. Fall	<input type="checkbox"/> 7. Crushing	
<input type="checkbox"/> 4. Over-exertion	<input type="checkbox"/> 8. Hit by moving object	

**STAFF ON DUTY**

Name
Number of staff on duty

**INJURED PERSON**

Name		
Type	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Deliverer <input type="checkbox"/> Others, please specify	
ID (if applicable)		
Date of birth	Age	Gender
Address		
Telephone		

**INITIAL ASSISTANCE BY PERSON**

Name		
Type	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Deliverer <input type="checkbox"/> Others, please specify	
ID (if applicable)		

**SEVERITY OF INJURY**

<input type="checkbox"/> 1. First aid (returned to class/work)	<input type="checkbox"/> 4. Hospital (outpatient) treatment
<input type="checkbox"/> 2. First aid (sent Home)	<input type="checkbox"/> 5. Hospital (inpatient) treatment
<input type="checkbox"/> 3. Doctor or dental treatment	<input type="checkbox"/> 6. Fatal

**NATURE OF INJURY**

<input type="checkbox"/> 1. Fracture	<input type="checkbox"/> 6. Crushing/amputations
<input type="checkbox"/> 2. Dislocation	<input type="checkbox"/> 7. Bruises/knocks
<input type="checkbox"/> 3. Strains/sprains	<input type="checkbox"/> 8. Dental injuries
<input type="checkbox"/> 4. Lacerations/cuts	<input type="checkbox"/> 9. Other (specify)
<input type="checkbox"/> 5. Burns/scalds	

**LOCATION OF INJURY**

<input type="checkbox"/> 1. Head (skull, face, jaws, ears)	<input type="checkbox"/> 6. Leg (hip, thigh, knee, ankle, foot, toes)
<input type="checkbox"/> 2. Eyes	<input type="checkbox"/> 7. Internal
<input type="checkbox"/> 3. Neck	<input type="checkbox"/> 8. Multiple locations
<input type="checkbox"/> 4. Trunk (chest, abdomen, buttock, pelvis, spine)	<input type="checkbox"/> 9. Ear
<input type="checkbox"/> 5. Arm (shoulder, elbow, forearm, wrist, hand, finger thumb)	

**WITNESS DETAILS**

(Provide attachment if multiple witnesses)

Name		
Type	<input type="checkbox"/> Student <input type="checkbox"/> Staff <input type="checkbox"/> Family <input type="checkbox"/> Deliverer	
	<input type="checkbox"/> Others, please specify	
ID (if applicable)		
Date of birth	Age	Gender
Address		
Telephone		
Witness statement		

**PREVENTATIVE ACTION PROPOSED OR TAKEN**

(For staff members or severe accidents)

<input type="checkbox"/> 1. No preventative action taken/intended	<input type="checkbox"/> 8. Review personal protective clothing/item
<input type="checkbox"/> 2. Referred to the organisation's safety/OHS or risk management committee	<input type="checkbox"/> 9. Review equipment/machinery modifications
<input type="checkbox"/> 3. Referred to the organisation's health and safety representative	<input type="checkbox"/> 10. Review equipment/machinery maintenance
<input type="checkbox"/> 4. Review of curriculum	<input type="checkbox"/> 11. Review/reinforce/reiterate student instructions
<input type="checkbox"/> 5. Review/reinforce/reiterate procedures	<input type="checkbox"/> 12. Review training provisions
<input type="checkbox"/> 6. Review systems	<input type="checkbox"/> 13. Other (please first contact the Liability Claims Management Unit — specify)
<input type="checkbox"/> 7. Review the environment	

**OFFICE USE ONLY**

Staff initial	Principal/supervisor initial
Signature of principal/head officer	Date

## Incident record form

Responsibility lies with the coordinating school or OSHCS. Follow their procedures and requirements. This form is a sample that you may use for your own records. Use for significant incidents where no injury was involved. File the completed form with your session plans and issue copies to appropriate AASC personnel.

Date	Time
AASC person(s) involved in the incident	
Name of person completing this form	

### INCIDENT

Description of incident (including persons involved, any property damage)
---

Other witnesses (include contact details)
---

### REPORTING

Who	When
How (in person, email, phone, letter)	

### FOLLOW UP ACTION

Other witnesses (include contact details)
---

### NOTIFICATION (Tick appropriate boxes)

<input type="checkbox"/> Parents <input type="checkbox"/> Club officials <input type="checkbox"/> Other
Signed

## ACTIVE AFTER-SCHOOL COMMUNITIES

**Grievance procedure**

The Australian Sports Commission is committed to the success of the 'Active After-school Communities program'. To ensure the quality of this program we encourage all involved to provide feedback and express concerns should they arise.

All staff in the AASC program pride themselves on their high level of customer satisfaction and as a result will respond efficiently and effectively to all your communications. Here are the steps to follow. Thank you for taking the time to make our program better.

**HOW TO LODGE YOUR FEEDBACK OR COMPLAINT**

- 1 Contact your school or OSHCS program.
- 2 Attempt to resolve the issue through discussion.

**If my issue is not resolved, what is my next step?**

- 3 Contact your Regional Coordinator.  
Ask your school or OSHCS supervisor for contact details including phone number.
- 4 Attempt to resolve the issue through discussion.

**If my issue is not resolved, what is my next step?**

- 5 Complete the attached 'Grievance form' on the next page and forward it to the *Senior Regional Coordinator*.
- 6 Upon receipt of the 'Grievance form' a senior staff member will contact you within 48 hours to discuss the issue.

## Grievance form

Date	Time
AASC Regional Coordinator	
Name of person completing this form	

### DETAILS OF THE GRIEVANCE

(To be completed by the person making the complaint. If a verbal report is provided by the person making the complaint, the Regional Coordinator will complete this section and lodge the report.)

Please attach an extra page if more space is required.

### OFFICE USE ONLY

Resolution (to be completed by Regional Coordinator)	Date resolved
Signed (Regional Coordinator)	Signed (Senior/State Coordinator)

## Appendix 1

### AASC Community Coach's Code of Ethics

<b>1 Respect the rights, dignity and worth of every human being</b>	<ul style="list-style-type: none"> <li>&gt; Within the context of the activity, treat everyone equally regardless of sex, ability, ethnic origin or religion</li> </ul>
<b>2 Ensure the child's time spent with you is a positive experience</b>	<ul style="list-style-type: none"> <li>&gt; All children are deserving of equal attention and opportunities</li> </ul>
<b>3 Treat each child as an individual</b>	<ul style="list-style-type: none"> <li>&gt; Respect the talent, developmental stage and goals of each child</li> <li>&gt; Help each child reach their full potential</li> </ul>
<b>4 Be fair, considerate and honest with children</b>	
<b>5 Be professional and accept responsibility for your actions</b>	<ul style="list-style-type: none"> <li>&gt; Display high standards in your language, manner, punctuality, preparation and presentation</li> <li>&gt; Display control, respect, dignity and professionalism to all involved with the AASC program – this includes children, other coaches, supervisors, administrators, and parents</li> <li>&gt; Encourage the children under your care to demonstrate the same qualities</li> </ul>
<b>6 Make a commitment to providing a quality service to the children under your care</b>	<ul style="list-style-type: none"> <li>&gt; Maintain or improve your current coaching accreditation/ skills/knowledge</li> <li>&gt; Seek continual improvement through performance appraisal and ongoing coach education</li> <li>&gt; Provide a structured physical activity program which is planned and sequential</li> <li>&gt; Maintain appropriate records</li> </ul>
<b>7 Operate within the rules and spirit of your sport</b>	<ul style="list-style-type: none"> <li>&gt; The guidelines of national and international bodies governing your sport should be followed. Please contact your sport for a copy of its rulebook, constitution, by-laws, relevant policies, e.g. anti-doping policy, selection procedures, etc.</li> <li>&gt; Coaches should educate their athletes on drugs in sport issues in consultation with the Australian Sports Drug Agency (ASDA)</li> </ul>
<b>8 Any physical contact with children should be:</b> <ul style="list-style-type: none"> <li>&gt; appropriate to the situation</li> <li>&gt; 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>	<ul style="list-style-type: none"> <li>&gt; This includes verbal, physical and emotional abuse</li> <li>&gt; Be alert to any forms of abuse directed toward the children under your care from other sources while they are in your care</li> </ul>
<b>10 Refrain from any form of harassment towards the children under your care *</b>	<ul style="list-style-type: none"> <li>&gt; This includes sexual and racial harassment, racial vilification and harassment on the grounds of disability</li> <li>&gt; You should not only refrain from initiating a relationship with a child, but should also discourage any attempt by a child to initiate a sexual relationship with you, explaining the ethical basis of your refusal</li> </ul>

<b>11 Provide a safe environment for structured physical activity</b>	<ul style="list-style-type: none"> <li>&gt; Ensure equipment and facilities meet safety standards</li> <li>&gt; Ensure equipment, facilities, rules, activities and the environment are appropriate for the age and ability of the children</li> </ul>
<b>12 Show concern and caution toward sick and injured children</b>	<ul style="list-style-type: none"> <li>&gt; Provide modified structured physical activities where appropriate</li> <li>&gt; Allow further participation in structured physical activities only when appropriate</li> <li>&gt; Encourage children / parents / guardians to seek medical advice when required</li> <li>&gt; Maintain the same interest and support toward sick and injured children</li> </ul>
<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>	<ul style="list-style-type: none"> <li>&gt; Be knowledgeable of and comply with all applicable anti-doping policies and rules</li> <li>&gt; Use your influence to foster positive anti-doping attitudes</li> <li>&gt; Support the initiatives of the ASC and other applicable organisations to stop doping in sport</li> <li>&gt; Cooperate with the ASC and other applicable organisations in relation to the conduct of any investigation or hearing into an alleged Anti-Doping Policy breach</li> <li>&gt; Understand the process for reporting, investigating and determining breaches as set out in the ASC Anti-Doping Policy</li> <li>&gt; Give due and proper consideration as to whether you also have a responsibility to act under the ASC Code of Conduct</li> <li>&gt; Act in a discreet and confidential manner in discharging your obligations</li> </ul>

#### Coaches should...

- > be treated with respect and openness
- > have access to self-improvement opportunities
- > be matched with a level of coaching appropriate to their level of competence.

\* 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 Anti-Doping Policy for more information on how the Policy applies to you and your obligations. The Policy is can be downloaded from the ASC webpage <http://www.ausport.gov.au/publications/ascantidope04.asp>

## References and resources

### ASC INITIATIVES TO PROMOTE PARTICIPATION

The Australian Sports Commission is working on a number of fronts to increase participation in sport and physical activity. Initiatives include:

#### Active Australia Schools Network

The Active Australia Schools Network is a national network that supports schools in their promotion and delivery of sport and physical activity. Schools that have joined the network share ideas, are supported with plans for developing sport and physical activity and have access to new and current resources and programs. Member schools are also linked to supportive agencies in sport, health and education.

[www.ausport.gov.au/juniors/aasn](http://www.ausport.gov.au/juniors/aasn)

#### Good Sport Monitor

The Good Sport Monitor provides sporting organisations with tools and strategies they can modify and implement to address ugly issues and behaviours within their sport, and to improve the environments in which junior sport occurs.

[www.ausport.gov.au/juniors/gsm](http://www.ausport.gov.au/juniors/gsm)

#### The Junior Sport Framework

The Junior Sport Framework (JSF) is a resource aimed at assisting sporting organisations including National Sporting Organisations (NSOs) to build safe, fun, quality and inclusive environments for the delivery of junior sport. The JSF comprises of three components: (a) a set of briefing papers (research base); (b) a set of guidelines designed to provide NSO administrators with information on how to conduct appropriate junior sport at all levels; and (c) a policy template which outlines the range of issues to be considered when sports are constructing their policy.

[www.ausport.gov.au/juniors/jsf](http://www.ausport.gov.au/juniors/jsf)

#### National Coaching Accreditation Scheme (NCAS)

The NCAS is a nationally recognised competency-based training framework for the accreditation of coaches. The scheme, which is a partnership between National Sporting Organisations and the ASC, recognises various levels of accreditation and requires coaches to complete continuing practical and other education requirements to remain 'current' on the national database.

<http://www.ausport.gov.au/coachofficial/index.asp>

### BOOKS AND MAGAZINES

Australian Sports Commission 2005. *Community Coach Training Program (Coach's Workbook)*, Australian Sports Commission, Canberra.

*Beginning Coaching Manual* 2004 (3rd edn). Canberra: Australian Sports Commission.

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*Get Active Queensland — Daily Physical Activity for Schools* 2003. Queensland: Queensland Government (Sport and Recreation Queensland).

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*Safety Guidelines for Children in Sport and Recreation* 1997. Canberra: Sports Medicine Australia.

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*The Australian Guide to Healthy Eating — Background Information for Consumers* 1998. Canberra: Australian Government (Commonwealth Department of Health and Ageing).



## VIDEOS CD/DVD

*Managing the Risks of Coaching — Protecting You and Your Athletes* (video and worksheets) 2001. Canberra: Australian Sports Commission.

*Totally Active Kids — Games Suitable for Primary School* 2004. PO Box 1134, Buderim QLD 4556.

Video Self Analysis — *A Lens on Coaching* (video & workbook) 1996. Canberra: Australian Sports Commission.

## WEBSITES

Active After-school Communities (AASC) website  
**[www.ausport.gov.au/aasc](http://www.ausport.gov.au/aasc)**

Direct access to the Dietary Guidelines and the Australian Guide to Healthy Eating  
**[www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-strateg-food-recommend.htm](http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-pubhlth-strateg-food-recommend.htm)**

Direct access to Australia's Physical Activity Recommendations for Children and Young People  
**[www.healthactive.gov.au/children.htm](http://www.healthactive.gov.au/children.htm)**

Healthy active website  
**[www.healthactive.gov.au](http://www.healthactive.gov.au)**

### Kids activities & health and fitness

Practical ideas for physical activity and nutrition lessons – 'Simple ways for kids to eat right, play well and stay healthy.'

Kids Health and Fitness website  
**[www.kidshealthandfitness.com.au](http://www.kidshealthandfitness.com.au)**

Kids Online Activities (AASC) website  
**[www.ausport.gov.au/aasc/kids](http://www.ausport.gov.au/aasc/kids)**

The Human Race website  
**[www.human-race.org](http://www.human-race.org)**

Department Sport & Recreation Queensland  
**[www.sportrec.qld.gov.au/kids](http://www.sportrec.qld.gov.au/kids)**

## Tips for healthy eating

Sports Dieticians Australia website  
**[www.sportsdieticians.com.au](http://www.sportsdieticians.com.au)**

Building a Healthy, Active Australia website  
**[www.healthactive.gov.au](http://www.healthactive.gov.au)**

Active-Ate website  
**[www.health.qld.gov.au/activeAte](http://www.health.qld.gov.au/activeAte)**

Active After-school Communities (AASC) website (nutrition information),  
**[www.ausport.gov.au/aasc/kids/being\\_healthy.asp](http://www.ausport.gov.au/aasc/kids/being_healthy.asp)**

## Physical Activity Ideas

PE Central website  
**[www.pecentral.org](http://www.pecentral.org)**

## Discrimination, harassment, child-protection & ethics

Play by the Rules is a joint initiative of the ASC and all departments of sport and recreation and state and territory Equal Opportunity Commissions. The website provides different perspectives for different roles. It provides general information to assist individuals and clubs in understanding and managing issues at a local level. Coaches will find useful sections on communication, the difference between discipline and abuse and generally how to make sport 'fun, safe and fair'. A free online learning option is available.

Play by the rules website  
**[www.playbytherules.net.au](http://www.playbytherules.net.au)**

## The Australian Sports Commission's comprehensive information on a range of 'playing fair' ethical issues.

Ethics in Sport website  
**[www.ausport.gov.au/ethics](http://www.ausport.gov.au/ethics)**

Organisation	Support	Contact
<b>ACHPER</b>	Australian Council of Health Physical Education and Recreation: resources, advocacy and lobbying, research, professional development.	<b>P</b> Ph: (08) 8340 3388 <b>E</b> <a href="mailto:custserv@achper.org.au">custserv@achper.org.au</a> <b>W</b> <a href="http://www.achper.org.au">www.achper.org.au</a>
<b>Active Australia Schools Network</b>	An ASC initiative coordinated by ACHPER. The aim is to promote young people's involvement in physical activity and healthy lifestyle.	<b>P</b> 08 8340 3388 <b>E</b> <a href="mailto:activeoz@achper.org.au">activeoz@achper.org.au</a> <b>W</b> <a href="http://www.ausport.gov.au/schools/index.asp">http://www.ausport.gov.au/schools/index.asp</a>
<b>Heart Foundation</b>	An independent health organisation that provides research information about heart disease and risk factors. The HF develops health resources for schools. (Jump rope for heart and EatSmart)	<b>W</b> <a href="http://www.heartfoundation.com.au">www.heartfoundation.com.au</a>
<b>Nutrition Australia</b>	A not-for-profit community organisation that promotes good health through informed food choices. Various resources available.	<b>W</b> <a href="http://www.nutritionaustralia.com.au">www.nutritionaustralia.com.au</a>
<b>Sports Medicine Australia</b>	Provides information on issues relating to sports medicine, sport science and exercise for the physically active, especially information on making sport safer for all participants at all levels of competition.	<b>P</b> 02 6230 4650 <b>E</b> <a href="mailto:smanat@sma.org.au">smanat@sma.org.au</a> <b>W</b> <a href="http://www.sma.org.au">http://www.sma.org.au</a>

#### State and territory departments of sport and recreation – related websites

<b>Sport and Recreation ACT</b>	Kids At Play	<a href="http://www.sport.act.gov.au/kidsatplay.html">http://www.sport.act.gov.au/kidsatplay.html</a>
<b>Sport and Recreation Qld</b>	Kids Playground website	<a href="http://www.sportrec.qld.gov.au/kids">www.sportrec.qld.gov.au/kids</a>
<b>NSW Sport and Recreation</b>	Getting Active	<a href="http://www.dsr.nsw.gov.au/active/index.asp">http://www.dsr.nsw.gov.au/active/index.asp</a>
<b>Sport and Recreation Tasmania</b>		<a href="http://www.development.tas.gov.au/sportrec/home.htm">www.development.tas.gov.au/sportrec/home.htm</a>
<b>Sport and Recreation Victoria</b>	Go for your life	<a href="http://www.goforyourlife.vic.gov.au/">http://www.goforyourlife.vic.gov.au/</a>
<b>Office for Recreation and Sport</b>		<a href="http://www.recsport.sa.gov.au/programs-services/children-youth.html">http://www.recsport.sa.gov.au/programs-services/children-youth.html</a>
<b>Department of Sport and Recreation Western Australia</b>		<a href="http://www.dsr.wa.gov.au/programs/sportsfun/youth.asp">http://www.dsr.wa.gov.au/programs/sportsfun/youth.asp</a>
<b>Northern Territory Department of Local Government, Housing &amp; Sport</b>		<a href="http://www.dcdsca.nt.gov.au/dcdsca/intranet.nsf/pages/sr_juniorsport">http://www.dcdsca.nt.gov.au/dcdsca/intranet.nsf/pages/sr_juniorsport</a>



