



Australian Government
Australian Sports Commission

PRESENTER'S MANUAL

Module 2

Active After-school
Communities program

**Communication and
behaviour management**

**Active After-school
Communities**

Helping kids and communities get active

Community Coach Training Program Module 2

Module time: 2 hours

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Recommended resources and equipment

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

- *Community Coach Training Program Presenter's Manual, Module 2*
- overhead transparencies or slides for Module 2 of the *Community Coach Training Program Presenter's Manual*
- *Community Coach Training Program Coach's Workbook, Module 2* (including the Module 2 Appendixes) (one per participant)
- Playing for Life resource kit
- overhead projector and/or data projector and screen
- whiteboard and/or butcher's paper, bull clips, marker pens and Blu Tack
- copies of 'What you need to know about children — Option 1 or Option 2' (at Appendix 2.1) (one per participant)
- Tips for working with young kids in the Playing for Life resource kit booklet (one copy per participant)
- pre-prepared templates — either one per participant on A4 paper or four to five templates (one set per small group) on butcher's paper (these templates are required only if you choose to do the activity 'Dealing with inappropriate behaviour' on page 52)
- Partnerships analysis tool: for partners in health promotion (one per participant). The tool can be downloaded from VicHealth's web site at www.vichealth.vic.gov.au/
- copy of the assessment task summary sheet (page 163) (sufficient number for all participants)
- course evaluation form (one per participant).

Communication and behaviour management

On completing this module, participants will have strategies for communicating effectively with, and managing groups of, primary school-aged children. They will also be able to communicate effectively with other AASC program stakeholders.

SPECIFIC LEARNING OUTCOMES

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

- demonstrate an understanding of the key stages of development of primary school-aged children and their implications for coaches
- demonstrate effective communication strategies for working with primary school-aged children
- develop supportive relationships with primary school-aged children
- manage individual behaviour of primary school-aged children
- demonstrate effective group organisation
- outline strategies to provide effective communication to other stakeholders — parents, supervisors and teachers
- effectively deal with conflict using the AASC grievance process.

This module is designed to increase participant awareness of the developmental characteristics of primary school-aged children and the implications of these for coaching children. This unit will also get participants to take a critical look at how they communicate in general, and specifically, to identify how they might need to modify their communication strategies with primary school-aged children in order to ensure that they communicate effectively. It is intended to help participants realise that some communication strategies are more effective than others when dealing with primary school-aged children, in general, and with children with a disability or from different ethnic groups, in particular. Effective communication is critical to ensuring that the correct message is delivered and received. It also minimises problems and maximises the enjoyment and satisfaction of all concerned. The importance of effective communication with other program stakeholders will also be considered, as will strategies for managing groups of primary school-aged children and dealing with conflict.

Begin the session with introductions, and an icebreaker if appropriate. Then outline the content and intended learning outcomes for the module. Tell participants that their participation in this module (that is, contribution to discussions, question and answers, and group activities) will be assessed. Then get started on the core material.



Overhead transparencies or slides 16 to 19 should be shown at this time.

2.1 Key stages of development and their implications for coaches

To get started, explain to the participants that if they are to communicate effectively with primary school-aged children and provide appropriate physical activity programs for them, they first need to understand where the children are up to from a developmental perspective. By understanding the developmental characteristics of the children, they can plan physical activity programs to ensure that both content and delivery will be appropriate for the children.

Two options are available for the next activity. Both activities involve the developmental characteristics of primary school-aged children and encourage participants to consider how they can best meet the needs of the children. The first option looks at the developmental characteristics of primary school-aged children in general, while the second option differentiates between the characteristics of 5 to 8-year olds, 9 to 10-year olds, and 10 to 12-year olds.

Prior to the workshop, choose one of the two options for this activity and make copies of the relevant work sheet (one per participant).

TIP!

If the participants are very experienced with the different age groups of primary school-aged children, the second option will provide them with a greater challenge. If the participants are working with, or are likely to work with, very young children (K–2) consider the section on 'Tips for working with Young Kids' in the *Playing for Life* resource kit booklet.

ACTIVITY 2.1: EXTENSION (OR ALTERNATIVE) EXERCISES

SMALL GROUP ACTIVITY

Materials: Option 1 or Option 2 handout from Appendix 2.1 of this module

Option 1

Make sure everyone has a copy of 'What you need to know about children — Option 1' (at Appendix 2.1). This handout outlines four important developmental aspects of primary school-aged children, namely, their:

- social characteristics
- levels of understanding
- physical characteristics
- personality characteristics.

Organise the participants into groups of three to four people.

Ask each small group to discuss one or two of the aspects, and have them identify what coaches should do to ensure that their physical activity programs are appropriate for the children's level of development.

If necessary, provide some examples to help get them started. For example:

- children are prone to bursts of energy and enthusiasm (physical characteristic), so coaches should be tolerant and provide direction for that enthusiasm
- children have short attention spans, so coaches should maintain interest with varied activities and limited talk.

After ten to 20 minutes, have the groups come together as a whole. Ask one person from each small group to report on their group's suggestions. Discuss with the whole group as necessary.

Tell the group that a complete table of developmental characteristics and recommendations for the coach, that they can refer to later, is in Module 2 of the *Coach's Workbook*.

Option 2

Make sure everyone has a copy of 'What you need to know about children — Option 2' (at Appendix 2.1). This handout outlines the developmental aspects of primary school-aged children generally and according to the age groups of:

- 5 to 8-year olds
- 9 to 10-year olds
- 10 to 12-year olds.

Organise the participants into three small groups. Ask each small group to discuss the characteristics of one age group, as well as the general characteristics. After ten to 20 minutes, have the groups come together as a whole. Ask one person from each small group to report on their group's suggestions. Discuss with the whole group as necessary.

Option 2 is probably more appropriate for coaches who have a lot of experience in coaching or teaching different age groups of primary school children, and who are therefore more aware of the childhood developmental similarities and differences.

2.2 What do we mean by effective communication?

Communication is a complex process that involves far more than the spoken word. Effective communication not only involves skill in sending messages, but skill in interpreting messages. It is a two-way activity.

The coach needs to have effective communication with children and other program stakeholders such as parents, school and OSHCS staff, AASC regional coordinators and local community groups.

Like all other skills in coaching, communication needs to be practised to improve effectiveness.

Communication is an essential key to good coaching. A coach may possess all the technical knowledge and skills of a particular structured physical activity, but if they are unable to effectively communicate this information, it is of little use (Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra, p. 57).

Some of the benefits of good communication are that it:

- improves morale
- provides a sense of involvement (belonging)
- promotes commitment and understanding
- is more efficient (saves time and effort for coach and children)
- promotes better teamwork.

ACTIVITY: WHAT DO WE MEAN BY EFFECTIVE COMMUNICATION?

BRAINSTORM

Materials: whiteboard or butcher's paper, marker pens, overhead transparency or slide 20

Have the group brainstorm the question 'What do we mean by effective communication?' Encourage as many people as possible to have a say.



Overhead transparency or slide 20 should be shown at this time.

Use overhead transparency or slide 20 at the end of the brainstorm to summarise the discussion.

2.3 Communication skills for community coaches

Explain to the group that the three key communication skills that coaches need to master if they are to be effective communicators are:

- verbal communication (the spoken word), which includes using questions and providing feedback
- non-verbal communication (the unspoken word)
- active listening.

(Alternatively, ask the group what the key communication skills for coaches are.)

Tell them that communication is most effective when these forms of communication complement each other. (If time permits, ask if participants will give a brief demonstration of verbal and non-verbal communication that complements or does not complement each other.)

In addition to being able to send effective verbal and non-verbal messages, coaches must also be able to listen effectively to what the children (or other program stakeholders) are saying.

To further explore these key communication skills, get participants involved in the following activity:

ACTIVITY: COMMUNICATION SKILLS FOR COMMUNITY COACHES

SMALL GROUP ACTIVITY

Materials: Module 2 of the *Community Coach Training Program Coach's Workbook*, if necessary

Organise the group into three smaller groups. Assign each group one of the key communication skill areas — verbal communication, non-verbal communication or active listening.

Ask each group to:

- determine the key points they need to remember if they are to communicate effectively using their group's assigned skill
- develop a demonstration to show an effective use of their group's assigned skill in an AASC program environment, for example, in a situation with children, school/OSHCS staff members, parents or a combination of these.

After about ten minutes, ask each group to outline the key points and show their demonstration to the rest of the whole group.

Encourage participants to comment on the demonstrations and ensure that the key points for each communication skill are covered.

The key points are that coaches should strive to:

- convey instructions clearly and provide demonstrations and/or instructions in less than 30 seconds
- check that the instructions are understood and give participants an opportunity to ask questions
- encourage learning by providing encouragement and/or feedback to each participant (specific, concise, constructive and timely; use the 'sandwich technique')
- be discrete when giving skill corrections to a child (that is, do it quietly to the child concerned without stopping everyone else). This has the effect of maximising participation and also avoids embarrassing or 'exposing' an individual child (if they have not got it quite 'right').
- use non-verbal communication techniques effectively (such as maintaining eye contact and providing non-verbal cues) and ensure these techniques are consistent with any verbal communication
- use questions to allow and encourage children to contribute to the game, to appeal to their imagination, particularly small children, and to encourage them to reflect on what they have done or will do
- use active listening techniques
- use role models from within the group to help demonstrate a point
- use a range of fun communication techniques to suit diverse groups.

Module 2 of the *Community Coach Training Program Coach's Workbook* also has information on key communication skills.

ALTERNATIVE ACTIVITY

SMALL GROUP ACTIVITY

Materials: depends on the task chosen (see below)

Organise participants into three groups. Identify a 'teacher' for each small group. Assign the teachers (out of earshot of their groups) a task that they will have to teach to their group. All three will teach the same task, but one can only use verbal communication, one can only use non-verbal communication and the third can use both.

Give the teachers five to ten minutes to teach the nominated task to their small group, using the type of communication allocated to them. Then bring all groups together to discuss their experience. Discuss which group completed the task first or best. What did they find when they were restricted to just one form of communication? What did they need to focus on in order to communicate the correct message? In light of their experience, what should they remember when communicating with children in their activity sessions?

2.4 Make it fun: communication techniques to suit diverse groups

Children will keep coming back to activities that they find fun. In addition to being able to communicate verbally and non-verbally, and being able to listen, coaches need to make sure that they communicate in a fun way.

ACTIVITY 2.3: COMMUNICATION TECHNIQUES

WHOLE GROUP DISCUSSION AND SHARING OF EXPERIENCES

Materials: none

Ask the group for some examples of communication techniques they have used (or might use) with children to make activities fun. Have they had to vary these depending on the background of the children (that is, for children from culturally or linguistically diverse backgrounds, or children with a disability)? If so, how have they varied them? If not, how might they vary them?

2.5 Barriers to effective communication

Tell the group that if they are to communicate effectively, they must be aware of some of the barriers to effective communication and of strategies they can use to overcome these barriers.

Often an activity or process will break down simply because the children could not see, hear or understand what was being explained.

Participants need to think about how they can vary their communication techniques or methods so that they can communicate effectively with everyone.

ACTIVITY 2.4: BARRIERS TO EFFECTIVE COMMUNICATION

BRAINSTORM

Materials: whiteboard or butcher's paper, marker pens, overhead transparency or slide 21 (optional)



Overhead transparency or slide 21 can be shown at this time (optional).

Ask the group to think of some of the things a coach should consider when working with a new group or new child. Remind them not all children will receive and interpret a message in the same way.

The following points should be covered.

- **Environment** — can all the children see and hear you? Are there any distractions in the background?
- **Physical** — do all the children have good vision and hearing?
- **Intellectual** — can all the children understand what you are saying? How long can the children pay attention?
- **Background** — do all the children speak English? Are there terms you use that might be specific to your region (for example, which football are you talking about)? Could there be specific cultural considerations (for example, avoiding direct eye contact with certain groups of Aboriginal people)?
- **Other** — what are the preferred learning styles of the children (auditory, kinesthetic or visual)?

ALTERNATIVE ACTIVITY

SCENARIOS (OR ROLE PLAY)

Materials: five pre-prepared scenarios written on A4 paper, pens, overhead transparency or slide 21 (optional)

Instead of a brainstorm, have the group consider five scenarios. Before starting, ask the group to identify the key categories of barriers to effective communication. These are:

- environment
- physical ability
- intellectual ability
- background (cultural, religious, regional)
- other, such as preferred learning style.

Once the group has identified these, organise the participants into five small groups. Give each group a pre-prepared scenario that covers one of the barriers. Write only the scenario (and not the barrier category) on the butcher's paper. Sample scenarios are:

- a school's outdoor activity area is near noisy infrastructure such as a road, railway line or airport (environment)
- some of the children have poor vision or hearing (physical ability)
- some of the children have very short attention spans (intellectual ability)
- some of the children do not speak English or some of the children are Indigenous (background)
- some of the children have different preferred learning styles (auditory versus visual) (other).

Vary the scenarios to suit the background or experiences of the group.

Ask each group to identify the barrier that may hamper effective communication in their scenario and the strategies they might use to overcome this barrier. Have one person from each small group report to the whole group.

If time permits and the participants are willing, have each group role play the scenario and their strategies for ensuring effective communication.

2.6 Inclusive communication

Although there are general characteristics and general communication needs that need to be considered when coaching children, remind the participants that every child is different. In addition, some children have more widely varying needs than others.

The AASC program, and physical activity in general, is for everyone, and everyone benefits.

Including all children in structured physical activity should be seen as a challenge — not a problem — and can be achieved through a little ‘thinking outside the square’.

By learning to vary their communication methods to suit the needs of, for example, children with a disability or limited English, coaches actually improve their ability to communicate with all children. Effective communication with all children is simply good coaching.

ACTIVITY 2.5: INCLUSIVE COMMUNICATION

SCENARIOS

Materials: four pre-prepared scenarios written on A4 paper, pens

Organise the participants into four small groups. Give each group one of the scenarios below:

- a child in the group has difficulty hearing instructions
- a child in the group has ‘tunnel vision’ (in other words, a very narrow field of vision)
- a child in the group is easily distracted
- a child in the group has limited English.

Ask each group to consider how they might modify their communication strategies to effectively include the child in each situation.

After five or ten minutes, ask one person from each small group to report to the whole group.

Effective strategies could include:

- difficulty hearing instructions
 - attract the child’s attention (such as a tap on the shoulder) before speaking to them
 - face the child when speaking
 - speak clearly
 - repeat instructions if necessary
 - move to quieter area to speak
 - use visual cues or demonstrations
 - write down the instructions
- tunnel vision
 - face the child when speaking
 - speak clearly
 - describe the activity
 - use visual cues or demonstrations
 - say when you are moving on to another child or duty
- easily distracted
 - keep instructions short and concise

- limited English
 - speak clearly and slowly
 - avoid using slang
 - use visual cues or demonstrations
 - repeat instructions if necessary.

2.7 Managing group and individual child behaviour

Good discipline and strategies to deal with inappropriate behaviour are essential to carrying out an effective coaching program.

2.7.1 Why do children misbehave?

Ask participants to think about any behaviour problems they have in their programs, or that they know of in others. Ask them to determine whether some of the following contribute to the problems:

- the coach talks too much
- activities continue for long periods
- children wait too long between turns
- the activities do not challenge the children sufficiently
- the rules or expectations are not made clear
- there is insufficient concern for the wellbeing of the child.

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.

Tell participants that more information about coach self-evaluation is in *Beginning Coaching: general principles* (3rd edn, Australian Sports Commission, Canberra, 2004). The Playing for Life session planner (page 128) also provides space for coaches to evaluate their session.

2.7.2 Strategies for preventing behavioural problems¹

Behavioural problems are usually reduced when children take part in programs that provide variety, fun, active participation, motivation and skill development. Children also respond well when the coach shows a sincere interest in the wellbeing of every child.

ACTIVITY 2.7: PREVENTING BEHAVIOURAL PROBLEMS

WHOLE GROUP ACTIVITY

Materials: none

Ask participants what strategies they have used (or could use) to prevent behavioural problems in an AASC program.

Ensure the following strategies are covered:

- create a group atmosphere
 - get to know each child
 - listen, encourage, involve children in decision-making, be happy, guide behaviours and promote a good sporting attitude
- establish expectations and develop group rules
 - establish clear expectations about attendance, punctuality and behaviour

TIP!

Reinforce these strategies in the practical coaching activities.

¹ This section has been adapted from the 'Essentials to Coaching Children' course, Volunteer and Coach Education Centre, Office for Recreation and Sport, South Australia, 2005; Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra.

- make the rules (with input from children if appropriate) and explain the reason for each rule. The children can contribute to the consequences that apply if rules are broken (for example, time out, call the parents, miss a session and so on). Peer guidelines and rules can be the most effective, but take time to implement
- inform administration and parents of expectations and rules, and the disciplinary measures that will be used
- create group routines
 - tell the children what to do (and, for example, where to stand) before, during and after a game. They also need to know how to respond to their opponents, and victory and loss
 - be prepared to change routines if necessary
- be fair and consistent when applying rules and disciplines
- ‘catch’ the children doing good and ignore some of the not so good
 - look less for mistakes and more for good behaviour and performance
 - give children attention when they are not demanding it
 - give the team ‘clowns’ more responsibility, and do not always acknowledge their attention-seeking behaviours
- reward the behaviours you want them to show with praise and privileges
- provide fun activities that maximise participation
 - understand what motivates children to be involved, plan carefully, use a variety of activities, provide simple instructions, maximise participation time and encourage skills development
 - ensure there is enough equipment available for the number of children
 - consider modifying rules to create something challenging and fun. For example, try a game of basketball in which children (or at least the children with better motor skills) are restricted to using only one hand
- make allowances for some, such as the plodders, the youngest and the smallest
 - praise their small improvements in public, ask how they are feeling, ask their opinion on a game, give them small challenges.

2.7.3 Strategies for dealing with inappropriate behaviour²

Children come to sport from a variety of backgrounds and experiences and, no matter how well the coach has prepared for the group, problems may arise from time to time.

ACTIVITY 2.8: DEALING WITH INAPPROPRIATE BEHAVIOUR

WHOLE GROUP ACTIVITY

Materials: none

Ask participants which strategies they have used to deal with inappropriate behaviour in the past and consider the following strategies for dealing with inappropriate behaviour:

- **Initially, quietly correct the child’s behaviour.**

Children, even young ones, know there are rules of behaviour that are considered acceptable. Drawing the child’s attention to the fact that they have been noticed is usually enough to get them to change their behaviour:

 - do this as soon as possible after the inappropriate behaviour occurs
 - alternatively, use non-verbal cues when appropriate — move closer, nod, wink, slight frown and/or stare
 - join in and partner the problem child, without commenting

TIP!

Reinforce these strategies in the practical coaching activities.

² This section has been adapted from the ‘Essentials to Coaching Children’ course, Volunteer and Coach Education Centre, Office for Recreation and Sport South Australia, 2005; Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra.

- divert their attention
- ask a skill-related question such as ‘How is that serve coming along?’
- praise a good aspect of their involvement
- ask if they are having difficulty
- remind them privately of the group rules and appropriate behaviour
- address the behaviour, not the character, of the child. Say ‘That’s a silly thing to do’ not ‘You are silly to do that’
- find out privately why they are misbehaving and ask if it is helpful to the group.
- **If the behaviour is not corrected, then:**
Relate the problem back to the group rules:
 - ask the child, ‘What are you doing? Is this against our rules?’ Also ask the child what they should be doing
 - ask the child politely to change their behaviour, reminding them of the consequence if they do not.
- **If the inappropriate behaviour continues:**
Issue the consequences:
 - issue the consequence or loss of privileges politely and calmly
 - be respectful but firm and specific
 - do not use punishment, blame, shame, pain, ignoring and/or sarcasm
 - be consistent
 - be brief — do not nag, lecture interrogate
 - remain calm — do not show anger — keep a cool head
 - forgive and forget
 - withdraw the child from the activity
 - place the child in time-out for a period before inviting them to rejoin the group. The opportunity to rejoin the group occurs only if the child agrees to abide by the team rules. The time-out area should be away from other children, but close enough so the coach is able to supervise the child.
- **On the child’s return, try to find an early opportunity to praise them or involve them in a leadership situation.**
- **If the problem is not rectified, refer the matter to the school/OSHCS supervisor.**

Other tips for dealing with inappropriate behaviour include:

- Discipline the individual, not the whole group.
- Do not use physical punishments, such as running laps and push-ups as punishment. They become monotonous and are of little value as they link a positive (conditioning exercise) with a negative (punishment) and do nothing to indicate what behaviour is acceptable or how the children can modify their actions.
- Stick to a routine and be consistent.
- Be patient as some inappropriate behaviour may need time to correct.

ACTIVITY 2.9: DEALING WITH INAPPROPRIATE BEHAVIOUR

SCENARIOS

Materials: pre-prepared scenarios written on A4 paper

Organise the participants into small groups. Give each group a different scenario from the list below. Ask the groups to discuss how they would deal with the situation and how they could prevent it occurring in the future. If time permits, have one person from each group report to the whole group.

TIP!

These scenarios could also be added to practical scenarios in Module 5.

Scenarios

- A child, who has more developed motor skills, is telling off a less-gifted child in your group for missing a catch and losing the game. What should you do?
- One parent is constantly yelling out negative remarks to other children in your group. What should you do?
- A few children are making fun of another group member who wears traditional headwear for religious reasons. What should you do?
- The children have lost interest in the activity and are starting to misbehave. What should you do?
- A child involved in a striking and fielding activity continually and purposely hits balls over the back fence and casually wanders to get them when you ask. What should you do?
- A child involved in a net/court activity appears very reluctant to get involved. What should you do?

ALTERNATIVE ACTIVITY

SMALL GROUP ACTIVITY

Materials: pre-prepared templates written on A4 paper, pens

Use this activity as an alternative to the preceding activities for preventing and dealing with inappropriate behaviour.

Organise the participants into small groups, and give each group a pre-prepared template, drawn up as follows.

TIP!

This activity is particularly appropriate for groups who have experience in managing group and individual child behaviour. It might also be appropriate if you need to limit the time spent on the module.

HOW WOULD YOU PREVENT MISBEHAVIOUR?	HOW WOULD YOU MANAGE THE MISBEHAVIOUR?	WHY MIGHT THE CHILDREN BE MISBEHAVING?	WHAT EVIDENCE OF MISBEHAVIOUR MIGHT YOU SEE?

Give the groups ten to 15 minutes to write responses under each of the four columns. Then, depending on the time available, either have each small group report back to the whole group, or have the whole group discuss the responses.

Let participants know that detailed reference material on this topic is in Module 2 of the *Community Coach Training Program Coach's Workbook*.

2.7.4 Dealing with extreme behavioural problems³

Have the group discuss what to do if a behavioural problem continues. They should consider at what point they should remove a child from a session or program, and what the correct procedures would be. School/OSHCS policies and procedures should provide guidance on this.

³ This section has been adapted from the 'Essentials to Coaching Children' course, Volunteer and Coach Education Centre, Office for Recreation and Sport, South Australia, 2005.

They should also remember to:

- not leave their post — send another participant (the supervisor should be present)
- not physically handle the offending child
- not use physical activity as a punishment.

The school/OSHCS would have responsibility for implementing any further disciplinary procedures.

2.8 Effective group organisation: key components

Effective organisational skills can also help a coach to manage group and individual child behaviour, and maximise participation, learning and enjoyment.

ACTIVITY 2.11: EFFECTIVE GROUP ORGANISATION

SMALL GROUP ACTIVITY

Materials: Module 2 of the *Community Coach Training Program Coach's Workbook*, if necessary

Organise the participants into small groups. Ask each group to consider what measures they could use to manage group behaviour. If they have trouble getting started, refer them to Module 2 of the *Community Coach Training Program Coach's Workbook*.

Ask the groups to come up with a practical demonstration of their group organisation strategies.

Ensure the following strategies are covered.

- **Planning** — follow and adjust, if necessary, the session plan. Ensuring that safety elements, such as warm-ups and cool-downs, are completed.
- **Communication** — clearly explain the game and define the playing area boundaries.
- **Use of space and resources** — allocate sufficient space and resources for the activity and/or game for all children.
- **Safety** — brief the children on safety practices, procedures and appropriate behaviour.
- **Activities** — use a range of training activities, formations and organisation strategies to maximise communication with the group.
- **Mixed abilities** — include a range of ability levels, using strategies such as grouping by ability or mixing ability levels where appropriate.
- **Participation** — maximise participation and interaction, while adjusting or refining skills discretely on an individual basis.
- **Enjoyment** — maintain group control to ensure enjoyment for the individuals and the group.
- **Review** — conduct a self-evaluation after the session to determine how to improve future sessions.

If time permits, have one or two groups demonstrate their group organisation strategies for the rest of the whole group.

2.9 Building relationships with Active After-school Communities program stakeholders

In addition to the children participating in an AASC program, community coaches will need to build relationships with other stakeholders, such as parents, schools/OSHCSs, regional coordinators and the local community.

ACTIVITY 2.12: BUILDING RELATIONSHIPS**SMALL GROUP ACTIVITY**

Materials: none

Organise participants into five small groups. Give each group one of the stakeholder categories — children, parents, schools/OSHCSs, regional coordinators and the community.

Ask each group to discuss how they can develop effective, supportive and beneficial relationships with stakeholders so everyone is working together towards the same goals.

Give the groups five to ten minutes to discuss, then have one person from each group report to the whole group.

Examples of options for developing supportive relationships with parents are provided in the *Community Coach Training Program Coach's Workbook*.

Highlight other resources that may be useful to participants in building relationships with AASC program stakeholders. These include:

- Appendix 2.3. This fact sheet also appears in the *Community Coach Training Program Coach's Workbook*. Let them know about www.kids.nsw.gov.au, which has information and resources regarding young children
- Partnerships analysis tool: for partners in health promotion is a resource available at www.vichealth.vic.gov.au.

TIP!

Highlight the importance of promoting the benefits of the Playing for Life approach to all stakeholders and to share program objectives and philosophies.

2.10 Dealing with conflict: the Active After-school Communities grievance process

Finally, no matter how effectively a coach communicates or manages their group, there are likely to be times when they will need to deal with a 'customer' (a child, parent or guardian, or another AASC stakeholder) who is unhappy with some aspect of the service being provided. Every stakeholder has a right to express concerns or raise issues about the AASC program, just as every coach has the right to be treated with respect and openness. In view of this, it is important that coaches are able to deal with conflict so that any concerns expressed or issues raised can be addressed to everyone's satisfaction.

Provide participants with a copy of the Active After-school Communities Grievance Process document. Go through the document with them and then get them to try putting the AASC grievance process into practice in Activity 2.13.

ACTIVITY 2.13: USING THE ACTIVE AFTER-SCHOOL COMMUNITIES GRIEVANCE PROCESS**WHOLE GROUP DISCUSSION**

Materials: Active After-school Communities grievance process document (one copy per participant)

Summary

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

As part of summarising, do the following:

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