



Australian Government  
Australian Sports Commission

PRESENTER'S MANUAL

# Module 3

Active After-school  
Communities program  
**Safe environments**

**Active After-school  
Communities**

Helping kids and communities get active

# Community Coach Training Program Module 3

**Module time: 75 minutes**

## Contents

<b>3.1 Legal responsibilities of Active After-school Communities community coaches and schools/out of school hours care services</b>	<b>61</b>
3.1.1 What is duty of care?	61
3.1.2 Duty of care (legal) responsibilities of the coach	62
3.1.3 Duty of care responsibilities: volunteer versus contractor (paid) coaches	64
3.1.4 Duty of care requirements of the school/out of school hours care service	64
3.1.5 What happens if duty of care is breached?	65
3.1.6 Summary	66
<b>3.2 Insurance requirements of Active After-school Communities community coaches</b>	<b>66</b>
<b>3.3 Child protection: what you should know</b>	<b>67</b>
3.3.1 What is child abuse?	67
3.3.2 What is child protection?	68
3.3.3 Good teaching practices	68
<b>3.4 Teaching children how to be a 'good sport'</b>	<b>69</b>
<b>3.5 Minimising risk: safety and injury-prevention practices</b>	<b>69</b>
<b>3.6 Basic injury-management practices</b>	<b>70</b>
<b>3.7 Emergency procedures</b>	<b>71</b>
<b>3.8 Reporting procedures</b>	<b>71</b>
<b>3.9 Checklist for program deliverers</b>	<b>71</b>
<b>Appendix 3.1 Sample emergency procedures</b>	<b>112</b>
<b>Appendix 3.2 Sample reporting procedures</b>	<b>113</b>
<b>Appendix 3.3 Active After-school Communities checklist for program deliverers</b>	<b>118</b>

## Assessment task

1.1 Completion of the Module 3 work sheet	165
3.2 Practical: demonstration of risk assessment and management strategies (incorporated in Assessment Task 5.2)	165

## 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 3*
- overhead transparencies or slides for Module 3 of the *Community Coach Training Program Presenter's Manual*
- *Community Coach Training Program Coach's Workbook, Module 3* (including Module 3 Appendixes and assessment tasks/tools) (one per participant)
- the video *Managing the Risks of Coaching: protecting you and your athletes*
- Playing for Life resource kit
- overhead projector and/or data projector and screen
- television and video cassette player (and leads)
- whiteboard and/or butcher's paper, bull clips, marker pens and Blu Tack
- Active After-school Communities School/OSHCS Roles and Responsibilities (one per participant)
- copies of the ten-point list on page 63 (one per participant)
- sample emergency procedures and reporting procedures — ideally from the participants' local schools/OSHCSs
- Play by the Rules web site at [www.playbytherules.net.au](http://www.playbytherules.net.au)
- Play by the Rules pamphlet (one per participant)
- copy of the assessment task summary sheet (page 163) (sufficient number to cover the number of participants)
- course evaluation form (one per participant).

## Safe environments

On completing this module, participants will be able to identify and implement strategies that minimise the risk of injury, and to manage injuries or emergency situations if they arise.

### SPECIFIC LEARNING OUTCOMES

On completing this module, training program participants will be able to:

- outline the legal responsibilities of an AASC community coach
- identify potential risks, and identify and implement procedures for minimising risks associated with delivery of the program
- provide basic injury management and be able to outline basic emergency/reporting procedures.

Although community coaches have a key role to provide structured, motivating and engaging physical activity programs to primary school-aged children, they also have legal responsibilities to the children.

The purpose of this session is to outline the legal responsibilities of an AASC community coach and an AASC school/OSHCS, identify potential risks and strategies for minimising risks associated with the delivery of an AASC program, and to consider the procedures to be followed in the management of injuries or emergencies (should they occur).

Begin the session with introductions, and an icebreaker if appropriate. Then outline the content and intended learning outcomes for the module. Tell participants they need to complete a work sheet for the assessment of this module. Then get started on the core material.



Overhead transparencies or slides 22 to 25 should be shown at this time.

### 3.1 Legal responsibilities of the Active After-school Communities community coaches and schools/out of school hours care services



Overhead transparency or slide 26 should be shown at this time.

To introduce this topic, show overhead transparency or slide 26 (or write the statement below on a whiteboard or butcher's paper).

**Every coach and school/OSHCS involved in the AASC program has a legal duty of care to ensure that anyone who takes part in the school's/OSHCS's programs or activities is protected from all reasonably foreseeable risks of harm.**

#### 3.1.1 What is duty of care?

Duty of care is an important part of the legal responsibilities of a community coach and of AASC schools/OSHCSs.

**ACTIVITY: WHAT IS DUTY OF CARE?****WHOLE GROUP ACTIVITY**

Materials: overhead transparency or slide 26, or whiteboard or butcher's paper, marker pens

Have the group discuss the meaning of duty of care, and ensure that the following points are covered.

Every coach and school/OSHCS involved in the AASC program has a legal duty of care to ensure that anyone who takes part in the school's/OSHCS's programs or activities is protected from all reasonably foreseeable risks of harm. This is a common law responsibility that covers both action taken (things a coach or school/OSHCS does) and inaction (things a coach or school/OSHCS does not do). As such, every coach and school/OSHCS has a role in providing children with a safe environment in which to participate. Coaches and schools/OSHCSs should familiarise themselves with their duty of care (legal) responsibilities. In addition to contacting your relevant state industry or peak body, it is also a good idea to seek your own legal advice (*Providing Safe Environments for Children and Young People in Sport, Recreation and Adventure Organisations*, Queensland Government Department of Families, Brisbane, 2004).

To meet their duty of care to children in their programs and activities, coaches need to:

- be aware of their duty of care (legal) responsibilities relevant to the provision of physical activity programs
- put safeguards in place (identify potential risks or hazards, and identify and implement strategies to eliminate or reduce these hazards).

This protects both coaches and their participants. It is also in line with having a best practice program or organisation (*Junior Sport Framework*, Australian Sports Commission, Canberra, 2005).

It should be noted that whenever children are involved, the duty of care will generally increase. This is because unlike adults, children are not mature enough to fully assess all of the risks and potential consequences of participating in an activity or to form their own view on whether or not they wish to accept all of the risks of being involved in an activity. Coaches of children need to be mindful of the extra care necessary.

**3.1.2 Duty of care (legal) responsibilities of the coach****ACTIVITY: MEETING DUTY OF CARE REQUIREMENTS — WHAT DOES A COACH NEED TO DO?****BRAINSTORM**

Materials: whiteboard or butcher's paper, marker pens, copy of the ten points covered in the table on page 63 (one per participant)

Have the group brainstorm the question, 'What is the standard of care of the coach?' Write their suggestions on a whiteboard or butcher's paper.

Tell participants this exercise is designed to get them thinking about standards of care and related issues. It is not a comprehensive guide to complying with the standard of care applicable to them when delivering an activity. As stated earlier, the standard of care in any activity will depend on the specific circumstances of that activity. Coaches who are uncertain may wish to seek independent advice.

Use the following list (which is also reproduced in Module 3 of the *Community Coach Training Program Coach's Workbook*) to introduce the discussion (if the group has difficulty offering suggestions) or at the end to ensure all points are covered.

## The legal responsibilities of the coach

<b>1 Provide a safe environment</b>	Facilities and equipment must be safe for both the children and others involved in the activity sessions. Adverse weather conditions must also be taken into account during all activity sessions.
<b>2 Activities must be adequately planned</b>	Unplanned or poorly planned activity sessions can impair learning, limit progress and cause injury. Using appropriate progressions in the teaching of new skills, especially potentially dangerous skills, and providing activities that cater for the range of ability levels in your group is imperative. This requires careful planning.
<b>3 Children must be evaluated for injury and incapacity</b>	Children with an injury or incapacity should not be expected to perform any potentially harmful activity. No children should ever be forced to take part in any activity that they do not wish to. Individual difference must be accounted for.
<b>4 Young children should not be mismatched in activities (unless you adapt and modify the activity to safely include all children)</b>	Young children should be matched not only according to age, but also to height, weight and maturity. Skill levels and experience should also be considered. If your group includes children with a wide range of age, height, weight, maturity and ability levels, modify your activities using the CHANGE IT principles (see Module 5), so that you can safely and effectively include all children.
<b>5 Safe and proper equipment should be provided</b>	Existing codes and standards for equipment should be met and all equipment should be kept in good order. It should always be adequately repaired so that it is safe to use at all times.
<b>6 Children must be warned of the inherent risks of the activities</b>	The inherent risks of any activity can only be legally accepted by the participants if they know, understand and appreciate those risks. In some situations, even such a warning may not be enough, for example, where children are involved in a supervised after-school activity such as an AASC program.
<b>7 Activities must be closely supervised</b>	Adequate supervision is necessary to ensure the playing area is as safe as possible. Each activity will have its own specific requirements in this regard.
<b>8 Coaches should know first aid</b>	Coaches should have a good knowledge of the basic emergency procedures and keep up to date on them. Coaches should know STOP (stop, talk, observe, prevent further injury) and RICER (rest, ice, compression, elevation, refer and record) procedures for managing injuries. All schools/OSHCSs should have a written emergency plan and ensure that appropriate medical assistance is available. At the very least, coaches should ensure nothing is done that could aggravate the injury.
<b>9 Develop clear rules for activity sessions and general conduct</b>	Many injuries are the result of fooling around in change rooms and playing areas. Clear rules should be developed for general conduct and behaviour in such situations.
<b>10 Coaches should keep accurate records</b>	Adequate records are useful aids for planning and are essential in all cases of injury or other significant incidents. Injury or incident reports (as appropriate) should be made as soon as possible after an injury or significant incident occurs (see your school/OSHCS for a copy of the required report forms/procedures). If, for some reason, your school/OSHCS does not have them, use the forms provided here as a record.

### TIP!

Tell participants that to fulfil the ten points covered here, they need to abide by the Active After-school Communities Community Coach's Code of Ethics. The code appears in Module 1 of the *Community Coach Training Program Coach's Workbook*.

Source: Adapted from Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra.

This exercise is designed to get participants thinking about standards of care and related issues. It is not intended to provide a comprehensive guide to complying with the standard of care applicable when delivering an activity. The standard of care applicable will depend on the specific circumstances of the activity.

By meeting these responsibilities (which essentially means abiding by the Active After-school Communities Community Coach's Code of Ethics at Appendix 1.1), coaches can maximise safety, enhance the quality of the experience and substantially reduce the chances of a successful claim of negligence against them.

### 3.1.3 Duty of care requirements: volunteer versus contractor (paid) coach

Ask participants if and how they think the legal responsibilities of a contractor (paid) coach versus a volunteer community coach may differ.

After a short discussion, tell them that when a duty of care arises, it does not depend on whether a coach is paid or is a volunteer. A duty of care simply arises when a reasonable person can foresee that their actions or inaction would be likely to injure another person.

The duty of care responsibilities and standard of care expected of an AASC community coach is not determined by whether or not they get paid for providing their activity sessions and programs, it is determined by the specific circumstances in which they provide their activity sessions and programs and their roles and responsibilities as an AASC community coach.

In other words, all coaches owe a duty of care to the children they are coaching, regardless of whether they are contractor (paid) or volunteer coaches. The standard of care required will also generally be the same for all community coaches (paid or volunteer), unless a coach claims to have special skills or qualifications.

If a coach claims to have special skills or qualifications, then the duty of care may be higher based on these purported skills and qualifications.

### 3.1.4 Duty of care requirements of the school/out of school hours care service

Mention that the common law imposes a duty of care on organisations, such as a school or OSHCS, as well as individuals, such as coaches.

The duty of care (legal requirements) of the school/OSHCS was covered briefly in Module 1.



Overhead transparency or slide 27 should be shown at this time.

Show overhead transparency or slide 27, and/or provide each participant with a copy of *Active After-school Communities School/OSHCS Roles and Responsibilities*.

The time needed for this segment depends on how well participants understand the topic. If there is a clear understanding, move on. If discussion is required, ensure the following points are covered:

- Common law imposes a duty of care on organisations, such as a school or OSHCS, as well as on individuals.
- A school/OSHCS also assumes a duty of care for the children participating in the AASC program.
- All school/OSHCS AASC programs are required to have a nominated supervisor available at each activity session. Responsibilities include:
  - taking a roll call of all participating children
  - providing appropriate supervision until the completion of all programs and all children have been collected.
  - providing feedback to the school/OSHCS program coordinator (AASC regional coordinator) on the quality of program delivery

- ensuring the children are provided with afternoon tea
- reporting any accidents to the school/OSHCS program coordinator (AASC regional coordinator)
- ensuring adherence to risk-management policies
- ensuring adherence to child-protection policies.

The school/OSHCS is also responsible for:

- arranging suitable, registered replacements for absent coaches
- supervising children who have been removed from a session for misbehaviour (or any other reason, including illness or injury) or whose parents have not arrived at the nominated time
- ensuring that someone qualified in first aid is present at all sessions.

Depending on the arrangements between the school/OSHCS and the coach:

- the school/OSHCS may be liable for any negligent actions or inaction of the coach
- the coach may be personally liable for their negligent actions or inaction

and/or

- the coach may be required to compensate the school/OSHCS (or their insurers) for any claims against the school/OSHCS caused by the coach.

The coach should carefully consider any written arrangements between the school/OSHCS and themselves. If a coach is in any doubt about the nature and extent of their legal obligations, they should seek independent advice.

### 3.1.5 What happens if duty of care is breached?

Show overhead transparency or slide 28 to begin a discussion of negligence and what happens when the duty of care is breached.



Overhead transparency or slide 28 should be shown at this time.

#### *Breach of duty of care*

In the AASC environment, if a coach (or other person) or the school/OSHCS owes a duty of care and fails to comply with the standard of care thought 'reasonable' in that particular circumstance, then they may be found to have been negligent.

#### *Negligence and determining liability*

A coach (person) or school/OSHCS (organisation) will only be liable for negligence if the injured person can prove that:

- the coach (or school/OSHCS) owed them a duty of care (had a duty of care to the person)
- the coach (or school /OSHCS) was in breach of that duty of care (the coach [or school/OSHCS] did not provide the relevant standard of care)
- the coach's (or school's/OSHCS's) failure to meet duty of care requirements was the cause of the injury or loss experienced by the person
- the injury or damage suffered by the person directly connected to the coach's negligent action or inaction.

If they complied with (or exceeded) the duty of care, they will not be liable for negligence.

If there is time, ask participants for any examples that could be discussed.



### 3.1.6 Summary

Summarise the key points from this section:

- Every coach and school/OSHCS involved in the AASC program has a legal duty of care to ensure that anyone who takes part in the school's/OSHCS's programs or activities is protected from all reasonably foreseeable risks of harm. This is a common law responsibility that covers both action taken (things a coach or school/OSHCS does) and inaction (things a coach or school/OSHCS does not do).
- Coaches and schools/OSHCSs should familiarise themselves with their duty of care (legal) responsibilities and should seek independent advice on this issue if they are in any doubt.
- The standard of care required is that expected by a 'reasonable' person or organisation (for example, similar qualifications/role) in those specific circumstances.
- If a coach or school/OSHCS breaches the duty of care and, as a result, someone to whom they owed a duty of care is injured, they will probably be liable for negligence. If they complied with (or exceeded) the duty of care, they will not be liable for negligence.
- It should be noted that whenever children are involved, the standard of care will generally increase. This is because unlike adults, children are not mature enough to fully assess all of the risks and potential consequences of participating in an activity or to form their own view on whether or not they wish to accept all of the risks of being involved in an activity. Coaches of children need to be mindful of the extra care necessary.
- If community coaches are to meet their duty of care requirements, they need to abide by the AASC Community Coach's Code of Ethics (at Appendix 1.1).
- All coaches owe a duty of care to the children they are coaching, regardless of whether they are contractor (paid) or volunteer coaches. The standard of care required will also generally be the same for all community coaches (paid or volunteer), unless a coach claims to have special skills or qualifications.

## 3.2 Insurance requirements of Active After-school Communities community coaches

Explain to the participants that all coaches need to be covered by both professional indemnity and public liability insurance for their activities in the AASC program. Later there will be discussion about who is responsible for providing this insurance.

### Professional indemnity and public liability insurance

Many people do not understand the difference between these two types of insurance, so start by clarifying what they both are.

#### *Professional indemnity insurance*

Professional indemnity insurance covers individuals (for example, coaches) against claims for breach of professional duty arising out of any negligent act, error or omission committed, or alleged to have been committed, by the insured (coach) in the conduct of the insured's (coach's) professional activities (their profession or 'business').

This insurance is particularly relevant to service delivery such as providing structured physical activity programs. It is also relevant to advisory services. It may cover an instance in which, for example, a child is injured as a result of an error that the coach accidentally makes when conducting an activity.

#### *Public liability insurance*

Organisations and individuals need public liability insurance to protect themselves against negligent claims made by a third party in respect of bodily injury or property damage arising out of the operation of the organisation's (or individual's) business.

In the AASC environment, injuries may arise from things such as hazards in the activity area, a child's participation in your program or a piece of equipment failing. For example, a child may trip over a piece of equipment or a sprinkler and injure themselves.

### Volunteer versus contractor (paid) coaches

Explain to participants that the Australian Sports Commission does not engage AASC coaches. The discussion here covers only the Australian Sports Commission's insurance requirements for registration. It does not cover the requirements of the schools/OSHCSs that actually engage the coaches.

There are two categories of Australian Sports Commission registration for coaches who provide their services through the AASC program — volunteer and contractor (paid).

#### Volunteer

Coaches who wish to be registered as volunteers are not required to have professional indemnity and public liability insurance. Before commencing any activities, these coaches should ensure they are covered by the school/OSHCS's insurance policy.

The insurance arrangements of schools/OSHCSs usually specify that, to be covered by their insurance policies, an external service provider must be a volunteer. This means the school/OSHCS will not pay for a coach's services, other than perhaps to provide an honorarium to cover the coach's expenses.

#### Contractor (paid)

Coaches who wish to be registered as contractors (paid) must take out and maintain the insurances required by the terms and conditions of registration.

## 3.3 Child protection: what coaches should know

Tell participants that, in addition to the duty of care that coaches and schools/OSHCSs have to ensure that everyone who takes part in their activities and programs are protected from all reasonably foreseeable risks of harm, there are responsibilities and requirements under child-protection legislation for individuals and organisations that work or have contact with children. Child abuse is illegal in all states and territories of Australia, with each having their own laws that cover reporting and investigation of cases of child abuse ([www.ausport.gov.au/ethics/legischild.asp](http://www.ausport.gov.au/ethics/legischild.asp)).

Tell participants it is essential that they have an understanding of child abuse, child protection, what to do if child abuse is suspected, good teaching practices to avoid child abuse, and the ability to create an environment where children feel safe and protected. During this segment, use overhead transparencies or slides 29 to 31b.



Overhead transparency or slides 29 to 31b should be shown at this time (31a and 31b are optional).

### 3.3.1 What is child abuse?

Ask the group to identify aspects of child abuse. Ensure the following points are covered:

- Child abuse includes physical (non-accidental injury and/or harm to a child), emotional (behaviours that can psychologically harm a child, for example, severe verbal abuse) and sexual abuse/misconduct (any sexual act or threat imposed on a child), as well as neglect (*Junior Sport Framework*, Australian Sports Commission, Canberra, 2005).
- Evidence shows that what happens to a child who has been abused depends to a large degree on the quality and timing of help given to the child and their family.
- Abuse affects everyone — children, parents and the community. It has no cultural, economic or occupational boundaries.
- Coaches need to be aware of child-protection issues to ensure that children feel safe and that adults are confident they are interacting with children in an appropriate manner.

### 3.3.2 What is child protection?

Ask the group to identify aspects of child protection. Ensure the following points are covered:

- Child protection is a complex subject with no one solution. It includes policies and practices put in place to keep children safe from harm of physical, sexual or emotional abuse or neglect. There is legislation in place in states and territories that impose obligations on people dealing with children. This includes a requirement in most states and territories for people working with children to undergo a police check (be screened) to determine their suitability for working with children.
- In terms of the AASC community coach, in order to gain full registration with the Australian Sports Commission to deliver programs in schools/OSHCSs, all coaches must first pass a police check (*Junior Sport Framework*, Australian Sports Commission, Canberra, 2005).
- In most states and territories, individuals working with children, including teachers and coaches, are required by law to report any suspicions of child abuse or maltreatment, including neglect.
- AASC community coaches should be aware of what is acceptable and unacceptable behaviour. The AASC Community Coach's Code of Ethics (at Appendix 1.1) outlines the behaviour and practices expected of an AASC community coach.
- AASC community coaches should also be aware of the signs of abuse or neglect and know what to do (the reporting procedures) if they suspect abuse or neglect.
- The reporting requirements and procedures vary among different states and territories.
- A summary of child-protection information relevant to the sport industry is available on the Australian Sports Commission web site at [www.ausport.gov.au/ethics/legischild.asp](http://www.ausport.gov.au/ethics/legischild.asp).

#### ACTIVITY: CHILD-PROTECTION REQUIREMENTS

Ensure participants are completely familiar with the child-protection requirements for your state or territory. Are you? What are they?

Materials: Copy of relevant state or territory child-protection requirements (one per participant)

### 3.3.3 Good teaching practices

Ask the group to identify aspects of good teaching practices. Ensure the following points are covered:

- Use positive reinforcement and acceptable language when talking about or to a child.
- Develop a calm and non-confrontational behaviour management style.
- Make any physical contact with students in a way that makes them feel comfortable, for example, shaking hands, a congratulatory pat on the back. If a coach must contact students as part of an activity, they should explain the activity and what they will do.
- Avoid situations where an adult may be alone with a child, for example, dressing rooms or first aid rooms.
- When children need to be transported, ensure there is more than one child (and, if possible, more than one adult) in the vehicle.
- Manage allegations (disclosures) of child abuse through established processes and reporting lines to ensure there is due process and natural justice.
- Document all incidents involving physical restraint of students or violence involving students.
- Document all incidents that seem to be unusual or 'out of the ordinary'.

### 3.4 Teaching children how to be a ‘good sport’

Ensure each participant has a copy of the Play by the Rules pamphlet. Briefly outline the pamphlet’s key messages and highlight the importance of teaching children to:

- be a ‘good sport’
- recognise that they have a right to feel safe
- know what they can do if they do not feel safe (if they are abused, harassed or discriminated against).

Emphasise that part of the coach’s role is to create an environment in which the children they coach feel, and are, safe.

### 3.5 Minimising risk: safety and injury-prevention practices

Safety and injury-prevention practices can go along way to minimising risk. Have the group watch the video *Managing the Risks of Coaching: protecting you and your athletes*.

#### ACTIVITY: MINIMISING RISK

#### SMALL GROUP ACTIVITY

Materials: whiteboard or butcher’s paper, marker pens

#### TIP!

If participants are inexperienced in risk management, spend more time on this activity.

After the video, organise participants into small groups. (This activity can also be done with the whole group, if the group is small or time is limited.)

Ask the groups to discuss the following questions:

- What are the hazards in the AASC environment?
- What could go wrong (What are the risks)?
- How can a coach minimise risk (in other words, what strategies could they implement to minimise risk)?
- Whose responsibility is it to minimise the risk?
- When?

You might want to split them into pre, during, and post-activity and general (any time) hazards and risks.

Some examples might include:

- One child is much harder to coach than the other children.  
*Strategy:* all children deserve the same level of attention, regardless of their ability, gender or cultural background.
- A community coach is left alone with a child following a session or a parent fails to collect their child after a session.  
*Strategy:* the school/OSHCS is required to ensure satisfactory duty of care is provided to all participating children at all times. Follow school/OSHCS procedures. If your session has finished this will generally involve taking the child to the session supervisor.
- The weather is very hot and humid.  
*Strategy:* plan for contingencies and have session plans that accommodate extremes in weather. Consider alternative activities; activities indoors rather than outdoors; ensure adequate shade, rest breaks, fluid and sunscreen are provided; and encourage children to ‘slip, slop, slap’.
- A child turns up for a session sick or injured.  
*Strategy:* the school/OSHCS is required to ensure satisfactory duty of care is provided to all participating children at all times. Follow school/OSHCS procedures.
- A child is badly misbehaving, disrupting the class and decreasing the enjoyment of other children.  
*Strategy:* follow the school/OSHCS policy regarding disruptive children.

- Something happens and the community coach is not able to get to a session.  
*Strategy:* advise the relevant contact person at the school/OSHCS as soon as the absence seems likely. The school/OSHCS is required to ensure satisfactory duty of care is provided to all participating children at all times.
- A child is being very affectionate towards the community coach.  
*Strategy:* ensure that any physical contact with children is appropriate to the situation and necessary for the child's skill development.
- You turn up for a session and the playing area that you planned to use is littered with glass or the equipment appears to be defective.  
*Strategy:* using your contingency plans, modify your session plan as necessary, for example, use a different playing area.

Have groups record their comments on butcher's paper under the appropriate headings — risks, strategies or responsibilities. After ten to 15 minutes, ask one person from each group to report to the whole group. Ask reporters not to repeat comments already made.

If time is limited or the group is small, conduct this as a whole group activity, and record comments on a whiteboard.

#### ALTERNATIVE ACTIVITY

### WHOLE GROUP ACTIVITY

Materials: pictures or scenarios

Show the group pictures or provide scenarios of potentially hazardous situations in the AASC program environment. Examples could be sprinklers and pipes in the playing area, a playing area next to a busy road, a stranger trying to pick up a child, a hot sun, or children with bare feet on a rough or hot surface. Ask the group to identify each risk, the strategies that could be used to reduce or eliminate the risk, and who is responsible for implementing those strategies. If this approach is used, the scenarios or photos should be relevant to the group and their previous or likely future experiences.

## 3.6 Basic injury-management practices

No matter how careful coaches are, accidents and injuries may still happen, especially in an active environment. Coaches must know what to do in the event of an accident or injury. The most important thing is not to do any further damage. Emphasise that they should not provide first-aid treatment unless they have successfully completed a first-aid course and know what to do. (Ideally all coaches should complete a first-aid course.) They should make sure the injured person is shaded from the sun or kept warm, and seek the help of the school/OSHCS first-aid person.

Emphasise the fact that in the AASC environment, the school/OSHCS is required to have a staff member available who can provide first aid to an injured child. Any injuries (or illnesses) should be reported to this nominated person. (All coaches should determine their school/OSHCS management procedures regarding injuries or illness and any reporting requirements, and ensure that they adhere to them.) This will generally include planning what they do with their group while attending to an injured child and identifying who should be contacted (who is the first-aid officer) at any one AASC session.

#### ACTIVITY 3.4: DEALING WITH AN INJURED CHILD

Get the group to consider the best way to deal with an injured child if they have no first-aid training? How will you contact the first-aid person? What will you do with your group while dealing with the injured person?

Materials: none

When an injury occurs, there are many decisions to be made. The most important of these for the coach is whether the child should continue to participate or not. Emphasise that coaches should always **err on the side of caution** as resuming participation may cause further damage to an injured part.

### 3.7 Emergency procedures

Emphasise to participants that they need to fully understand the emergency procedures that apply to any school/OSHCS to which they are linked.

If time permits, have the participants review some sample emergency procedures from schools/OSHCSs.

If a participant already has links to a school/OSHCS, ask them to outline the procedures that apply.

### 3.8 Reporting procedures

Emphasise to participants that they need to fully understand the reporting procedures that apply to any school/OSHCS to which they are linked.

If time permits, have the participants review some sample reporting procedures from schools/OSHCSs.

If a participant already has links to a school/OSHCS, ask them to outline the procedures that apply.

### 3.9 Checklist for program deliverers

Tell participants about the checklist in Appendix 3.3.

Explain that they should complete this checklist and fully understand the information collected prior to commencing any activity sessions with a school/OSHCS.

Before summarising the session, share the following statement (or a simplified version) with participants:

**A coach who understands their structured physical activity and the risks in the structured physical activity, and who coaches to minimise those risks, is a prudent coach. A coach cannot avoid all risk, but a commonsense approach is integral (Australian Sports Commission 2004, *Beginning Coaching: general principles*, 3rd edn, ASC, Canberra).**

## 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 practice
- 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.