



Australian Government
Australian Sports Commission

COACH'S WORKBOOK

Module 5

Active After-school
Communities program
Planning, preparing,
delivering and reviewing
Playing for Life
activity sessions

**Active After-school
Communities**

Helping kids and communities get active

Community Coach Training Program Module 5

Module time: 6 hours

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Assessment tasks

5.1 Participate in a group discussion about the benefits and barriers of Playing for Life, and strategies for overcoming the barriers, then complete the Assessment Task 5.1 work sheet	162
5.2 Practical: plan, prepare for, deliver and review a Playing for Life activity session, adapting as necessary to optimise involvement and meet the requirements of all participants, and implementing or outlining contingency plans that may be used to accommodate unplanned influences. The session plan template and performance checklist provided at Assessment Task 5.2 (page 164) are to be used for this assessment task. You may like to base your session plan on one or more of the Playing for Life activity cards provided at Appendix 5.2	
5.3 Discuss as a group and then individually outline strategies that coaches can employ to ensure that their sessions remain motivating and engaging to children over a term using the Assessment Task 5.3 work sheet	

Planning, preparing, delivering and reviewing Playing for Life activity sessions

On completion of this module, participants will be able to effectively plan, prepare, deliver and review Playing for Life activity sessions.

SPECIFIC LEARNING OUTCOMES

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

- discuss the benefits and barriers related to the Playing for Life approach and consider strategies for overcoming the barriers
- identify the importance of planning
- organise (plan, prepare and deliver) Playing for Life activities that optimise the involvement of all children
- review and adapt the organisation of activities and coaching methods to meet the requirements of all children and maintain their interest over a term.

An essential competency requirement of the Community Coach Training Program is the ability to deliver structured physical activity sessions to primary school-aged children that are based on Playing for Life principles.

An introduction to the Playing for Life approach was provided in Module 1. This module is designed to provide participants with more in-depth information and practical experience in the Playing for Life approach to coaching, and to help participants develop the ability to plan, prepare, deliver, review and adapt Playing for Life activities that meet the needs and optimise the involvement of all children. The benefits and barriers of the Playing for Life approach, and strategies for overcoming the barriers, will also be discussed.

5.1 The Playing for Life approach: a quick refresher

ACTIVITY 5.1: THE PLAYING FOR LIFE APPROACH — A REFRESHER

- a** We covered the Playing for Life approach briefly in Module 1. What do you remember about it? What are the key features?

b Why is it used in the AASC program?

TIP!

If your memory is a little hazy, have a look back over Section 1.7 in Module 1 before moving on.

5.2 Benefits and barriers of the Playing for Life approach and strategies for overcoming the barriers (Assessment Task 5.1)

ACTIVITY 5.2: BENEFITS AND BARRIERS OF THE PLAYING FOR LIFE APPROACH (ASSESSABLE)

As a group, discuss the benefits and barriers related to the Playing for Life approach.

- a What are the benefits of the Playing for Life approach?
- b What are the barriers of the Playing for Life approach?
- c What strategies would you put in place to address the barriers?

Write down your answers on the Assessment Task 5.1 work sheet.

5.3 A successful session: what does it take?

5.3.1 Four key steps: plan, prepare, deliver and review

There are four steps to delivering a successful Playing for Life session:

- 1 plan the session
- 2 prepare for the session
- 3 deliver the session
- 4 review the session.

5.3.2 Plan the session

Why plan?: the importance of planning

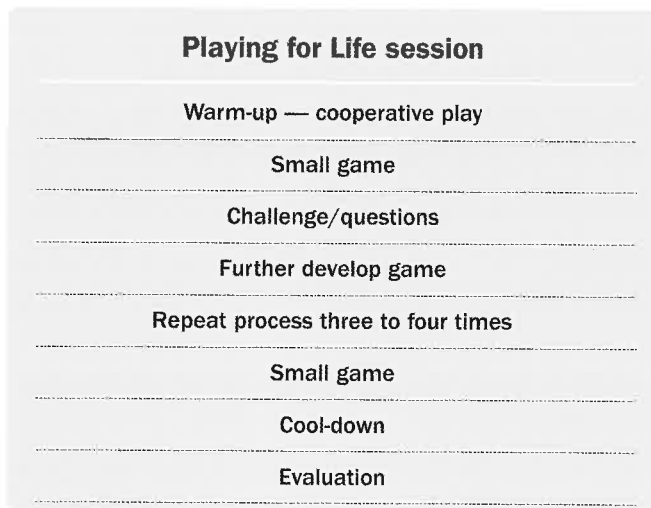
Motivating and engaging physical activity sessions that maximise participation, progressively develop skills, and are challenging and inclusive of all children do not happen by chance — they must be planned.

- Planning is critical to the success of each session and the overall program.
- Effective planning helps ensure that a coach:
 - has all of the required resources available when they need them
 - provides a safe environment
 - maximises participation and makes effective use of the time available
 - provides challenging activities that allow for the progressive skill development of all children
 - includes all children
 - maximises fun and enjoyment.

Both session and term plans (a series of session plans that progressively develop skills and help maintain motivation and engagement over the school term) are required.

Elements of a Playing for Life session

The key elements of a Playing for Life session are as follows:



In the Playing for Life session plan, skill development occurs through games and other activities. Technique is not practised in isolation through drills.

Factors to consider

Factors to consider when planning a session include:

- elements of a session
- elements of a game (objective, rules, playing area, opposition)
- categories of games (target, net and court, striking and fielding, invasion, other)
- progression of activities
- preparation of communication strategies — instructions and questions
- inclusiveness (CHANGE IT)
- unplanned influences
- safety considerations
- maximum participation and time on task
- resource requirements.

A sample session plan template is provided at Appendix 5.1. If you have not already done so, have a look at some of the session plans outlined on the Playing for Life activity cards (Appendix 5.2).

Resources that can help you

The Playing for Life resource kit (Australian Sports Commission, Canberra, 2005) is an invaluable and readily accessible kit for the provision of multi-skill activities. The kit has been designed to be used in conjunction with the Community Coach Training Program and the AASC program, and is comprised of a range of multi-skill activity cards that engage children in game-like situations. The activities on the cards are able to be clearly and easily interpreted with a concise written explanation accompanied by excellent graphics. Start Out, Get Into It and Finish Up cards (as well as Wild Cards) are provided for each of the four categories of games (target, net and court, striking and fielding, and invasion) across three levels of difficulty (easy, medium and hard). Recommendations are made to assist in linking activities and session planning, and some ideas about how you can change activities to cater for varying ability levels (CHANGE IT) are provided. The session planner template provided in this workbook is also in the kit.

5.3.3 Prepare for the session

Steps that should be covered when preparing a session plan include:

- collect equipment or any other resources as required
- ensure a safe environment (identify and address any risks)
- acknowledge participants on arrival — be friendly and enthusiastic!
- contingency planning (what to do if it is not working).

TIP!

Remember, if children know that you care, they will care what you know.

5.3.4 Deliver the session

ACTIVITY 5.3: THE DELIVERY (PRACTICAL ACTIVITIES)

Take part in various Playing for Life activities from the different categories of games. (For more information on the different categories of games, see the information sheet below.) Start with Start Out activities — to allow everyone to warm up — and then progress to some Get Into It activities.

During the practical activities using Playing for Life activity cards, observe and record comments on the performance checklist at Appendix 5.3. Revisit the checklist two to three times during the practical session. (Note: this is the checklist that will be used to assess your performance during Assessment Task 5.2.)

During these and the following practical activities, the concepts below (all of which are important in the Playing for Life approach to coaching) will be covered:

- concept of the game — four elements (objective, rules, playing area, opposition)
- game is the teacher
- engagement — level of involvement
- engaging participants through cooperative play
- discrete coaching
- use of role models
- who decides — challenge/time to program
- use of questions
- principles of time, risk and space
- scenarios
- observation/feedback
- different games — adapting and evolving games, creating new games.

Categories of games

CATEGORY	EXAMPLE	DEVELOP
Target games	Archery, bowls, darts, golf, ten pin bowling, croquet, billiards and snooker, bocce and target-oriented activities	Target games provide participants with opportunities to develop tactical decision-making skills with reduced time pressures on decision-making
Net or court games	Tennis, squash, badminton, racquetball, volleyball, handball, table tennis and net or court-oriented activities	Net or court games provide participants with opportunities to develop individual positional awareness and placement
Striking or fielding games	Baseball, softball, cricket, tee ball and striking or fielding activities	Striking or fielding games provide opportunities for participants to experience a variety of roles that assist in the development of their positional and placement awareness
Invasion games	Football codes, netball, basketball, hockey, ice hockey, water polo, lacrosse, handball and invasion-oriented activities	Invasion games provide participants with opportunities to learn skills that can be used for team games and encourage the development of tactical awareness
Other	Very young children's activities (four to six years), warm-ups, cooperative games, transition activities, energisers, etc.	

While some community coaches may focus on a Playing for Life approach to specific sports, many will be focused on providing multi-skill activities. These multi-skill activities will tend to fall into one of the five categories mentioned above.

Principles of games: time, space and risk

Time, space and risk are elements that form the basis on which challenges are set and questions posed when utilising a Playing for Life approach. Children should be encouraged to focus on a time, risk or space element while participating in a game. For example:

- **Time** When will you ... ?
- **Space** Where will you ... ?
- **Risk** Which option ... ?

ACTIVITY 5.4: DRILLS INTO GAMES

Working in groups, convert a drill into a game using the session planner and drill resources provided by the session facilitator.

Groups should:

- identify the aspect for challenge (time, risk or space), and develop questions and challenges around the modified game
- report back briefly.

Using CHANGE IT to maximise participation and include all

One of the most challenging areas for a coach is dealing with multi-age groups and/or a wide range of sizes and abilities. How can you provide a safe, fun and challenging environment for everyone?

Activity 5.5 provides you with a tool that you can use to achieve this — CHANGE IT. All games should possess the ability to be made easier or harder to suit the children. The playing environment can be modified to make it easier or harder using the CHANGE IT approach:

C	Coaching style, for example, visual demonstrations or use of questions and role models and verbal instructions
H	How you score or win
A	Area (playing area)
N	Number of children
G	Game rules, for example, scoring method or number of bounces
E	Equipment, for example, softer or larger balls, or lighter, smaller bats/rackets
I	Inclusion (or intensity)
T	Time, for example, 'How many ... in 30 seconds?'

Remember

- Preserve the integrity of the activity.
- All activities can be made harder or easier using these methods to ensure appropriate levels of activity and development for all children.
- Often the children can modify the activity to suit their needs with a little guidance or facilitation from the coach.

ACTIVITY 5.5: USING CHANGE IT TO MAXIMISE PARTICIPATION AND CATER FOR VARYING ABILITY

Working in groups, consider how you can change a game to cater for everyone. Try one or more of the following scenarios (depending on how much time you have) or come up with one that has meaning for you or your group.

- a** You are coaching a group of 20 children ranging in age from five to ten years. What changes would you make to the game to cater for everyone, that is, so everyone is included, challenged, safe and has fun?
 - b** The group is becoming extremely competitive and you would like to keep the game fun but reduce the emphasis on winning and encourage cooperative play. What could you do?
 - c** Some children are finding the game too easy and are starting to get bored. How can you make the game more challenging for these players?
 - d** Children are standing around for some time between turns and are starting to push and shove. How can you stop or prevent this?
 - e** You have a child who uses a wheelchair (or who uses crutches, or has difficulty seeing or hearing). How could you include them?
-

Finish-up

An important time in every session is the finish-up — activities that bring everyone together and the session to a close. This can be achieved in a number of different ways.

One way is to get everyone to walk or jog around to pick up a piece of equipment before coming together for a few stretches and to discuss the activities from that day.

Finish-up activities help:

- slow down the body after exercise
- give structure to the session
- allow time to review the key points of the session
- remind everyone about the next session.

You can also use this time to review the session and find out if the children enjoyed it. Ask questions such as:

- What was something you learned today?
- Did you enjoy the activities? What was your favourite? Why?
- What would you like to do again in the future?
- Did you get any ideas that you may like to use again?
- Are there any questions?

ACTIVITY 5.6: FINISH-UP

In small groups, devise a finish-up activity that you might use in your coaching environment. If there is time, share it with the other groups.

5.3.5 Review the session

The final step in any session is the review — not just the review with the children, but your own review. What worked well? What did not work? What will you include/change next time? What were the unplanned influences and were the contingency plans effective? By doing this, you can continually improve your performance and provide fun and motivating sessions for the children.

The review process is about being honest with yourself and taking responsibility for your own performance.

ACTIVITY 5.7: REVIEWING A SESSION PLAN

- a** What tools have you used to review your plans and performance in the past?

- b** What tools have other participants used that might be useful to you?

- c** How did you go with the performance checklist (see Activity 5.3)?

The performance checklist included at Appendix 5.3 is another option as a review tool. The Playing for Life session planner (Appendix 5.1) also has a section for session evaluation.

People vary greatly in the way they prefer to review their plans and performance. Some people like to make very detailed analyses and keep copious quantities of notes, while other people prefer to keep it simple.

The key message is that the review process forms a vital part of the overall planning process and is a key contributor to the success of the program. It does not matter how a coach reviews their performance and plan, as long as they review them in a manner that is effective for them.

5.4 Practical assessment (Assessment Task 5.2)

Small group activity: construct, prepare for, deliver and review a mini (15 to 20-minutes) physical activity session using Playing for Life principles

Equipment: Playing for Life activity cards, session plan template, performance checklist (see Assessment Task 5.2 on page 164)

Divide into small groups of three to four people, ensuring that participants with experience in the Playing for Life approach are distributed across the groups.

Take ten minutes to draft a session plan using the session plan template provided at Assessment Task 5.2 (page 165). Then deliver your session with the rest of the group. Using the performance checklist, review your group's session. (Use the performance checklist at Appendix 5.3 to review other groups' sessions, keeping in mind the required performance criteria.)

In developing your session plan you should consider:

- What do you want the end result of the session to be?
- How many children will you have to work with?
- What equipment will they need?
- Where will you be working — area, size, etc.?
- How will you organise your resources?

Some sample session plans are provided on the Playing for Life activity cards at Appendix 5.2 if you need assistance.

Depending on the size of the group and the time that you have available, you may need to vary the length of the mini session.

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

Module 5 Appendixes

Appendix 5.1

Playing for Life session planner







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playing for life

SESSION PLANNER

DATE	ATTENDANCE		WEATHER    	EQUIPMENT Markers	GAME SENSE CATEGORIES (circle) INV SF NC TG		
	VENUE				DURATION		Balls

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

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

Appendix 5.2

Sample Playing for Life activity cards

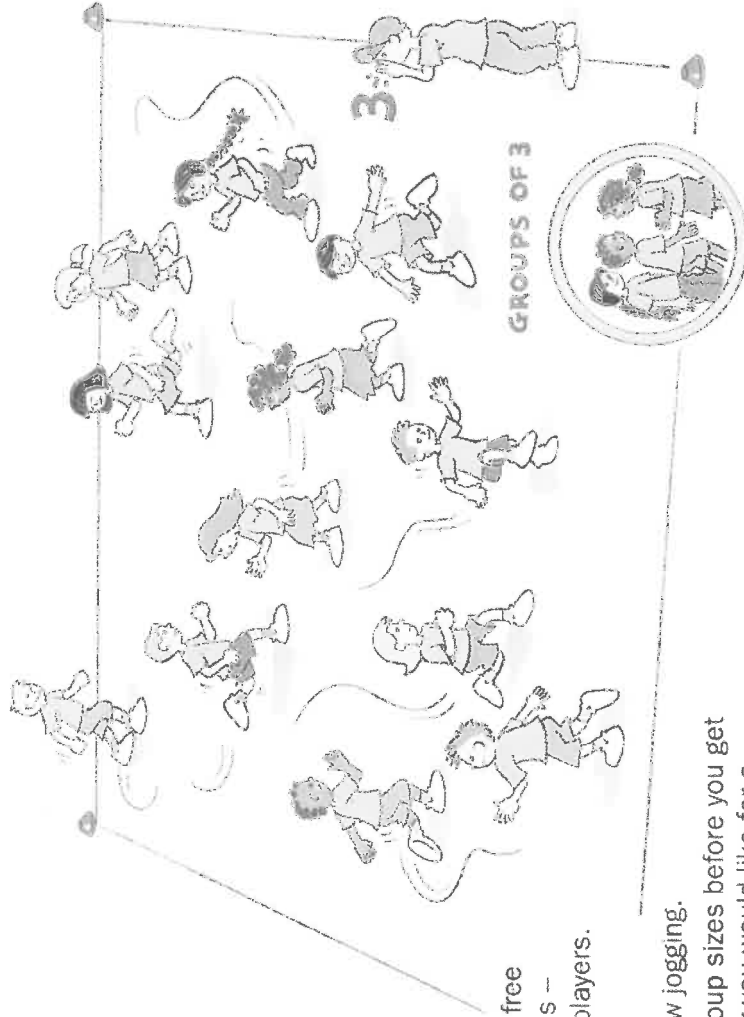


Form a group

EASY MED HARD



A Players run around in random directions avoiding body contact with other players. The coach calls a number and players form groups of that size.



What to do

SETTING UP

- > Mark an area free of obstructions – disperse the players.

PLAYING

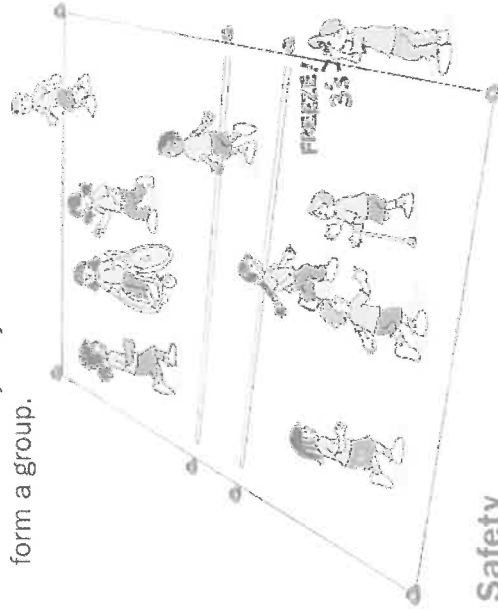
- > Start with slow jogging.
- > Try several group sizes before you get to the number you would like for a subsequent activity, e.g. start by calling 2s, then 6s, and finally the group size you want, such as 4s – you may wish to add a 'new people in the group' rule for the second and third calls.
- > As an option, use some bright music as a backdrop. Stop the music and call the number for the group size.

Change it

- > **Vary the locomotion** – e.g. short bursts of running, hopping and fast walking before calling a group size.
- > Players have to run to the nearest boundary and touch it with their feet before forming the group.

- > Walk rather than run.

- > Use at least 2 large zones – this will channel players into a zone. Call 'freeze' – players freeze on the spot. Now call the group size – players closest to a player whose mobility may be restricted form a group.



Safety

- > Choose an area away from walls and other obstructions.
- > Players should be familiar with space and other player awareness activities.
- > Start with slow running.

LESSON LINK

Form a group combines running with cooperative throwing and catching. It also requires players to be aware of others and emphasises 'space finding'. See cards Start out WC 03a,b.



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EASY

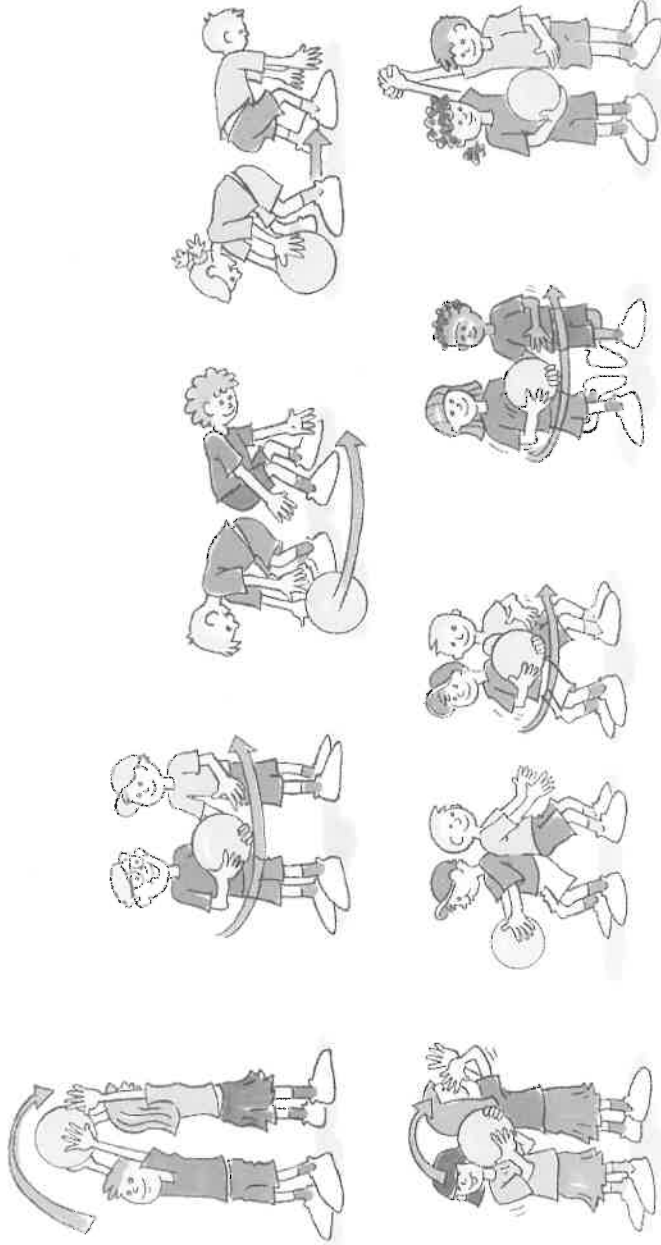
MED

HARD



Back to back pass

In pairs, players are back to back and pass a ball to one another. (Play with 4 or more.)

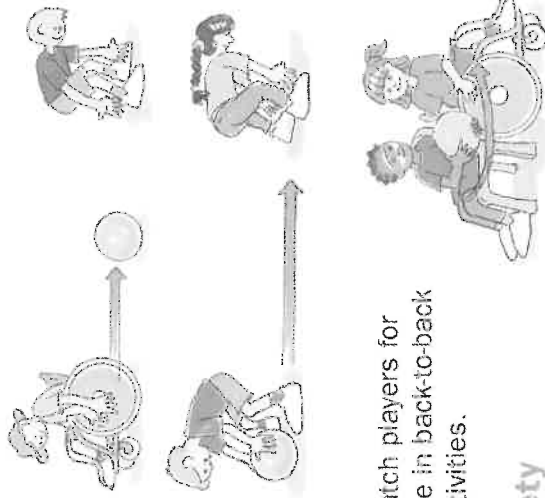


What to do

- > With one ball per pair, players pass the ball back and forth.
- > Ball must *change* hands completely.
- > Explore different passes – make up new ones. A pool provides extra scope for inventiveness.
- > After exploration – set a time period, e.g. number of passes in 20 seconds.
- > Highlight successful passes. Ask children to show their successful passes.

Change it

- > Swap partners.
- > **Easier** – passer or receiver can move feet around.
- > **Harder** – move apart.
- > Move apart and introduce new passes or positions – e.g. rolling along ground, bounce pass.



- > Match players for size in back-to-back activities.

Safety

- > Waist-height water for the pool option.

LESSON LINK

An example of a 'fun' activity that has some disguised stretching, balance and basic ball-handling skills.

Low 5s – High 5s



B A quick energiser. Players perform the nominated 'low 5s' or 'high 5s' with 4 other players. (Play with 8 or more.)

Combo > Start out WC 08b + Get into it SF 05 + Get into it SF 04

LOW 5s



HIGH 5s

HIGH-LOW
COMBO

What to do

SETTING UP

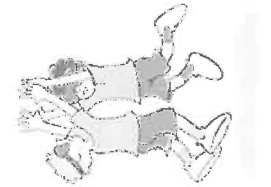
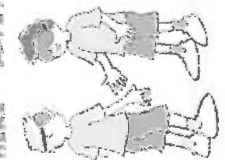
- > An area free of obstacles
- > Players dispersed over the playing area

PLAYING

- > If it is the first time the activity is performed, call on different pairs to demonstrate the choices.
- > **Call the action** – remember players do it with 4 other players. If different 'low 5s' variations are executed, that's fine.
- > **Challenge** ... how quickly can you do it?

Change it

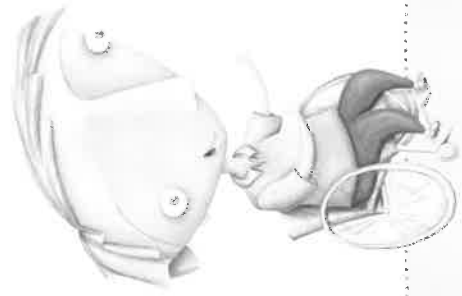
- > Choose an appropriate option from those shown – feet/hands combinations are useful.
- > Try eyes closed (or use eye shades), players use voice, clapping or tapping to find one another and locate hands/feet.

I'M
HERE
AM I?

- > **Call a name** – players call to someone on the opposite side of the playing area. Be prepared for some noise!
- > **Birthday 5s** – find someone born in February, March or April, etc.

Safety

- > Choose an area away from walls and other obstructions.
- > Encourage soft contact when hands or feet come together.
- > If the activity starts with random running, players should have completed space awareness activities.



LESSON LINK

Low5s ... High 5s is a session energiser that is useful for transitions. See also cards Start out WC 09b, 10a.

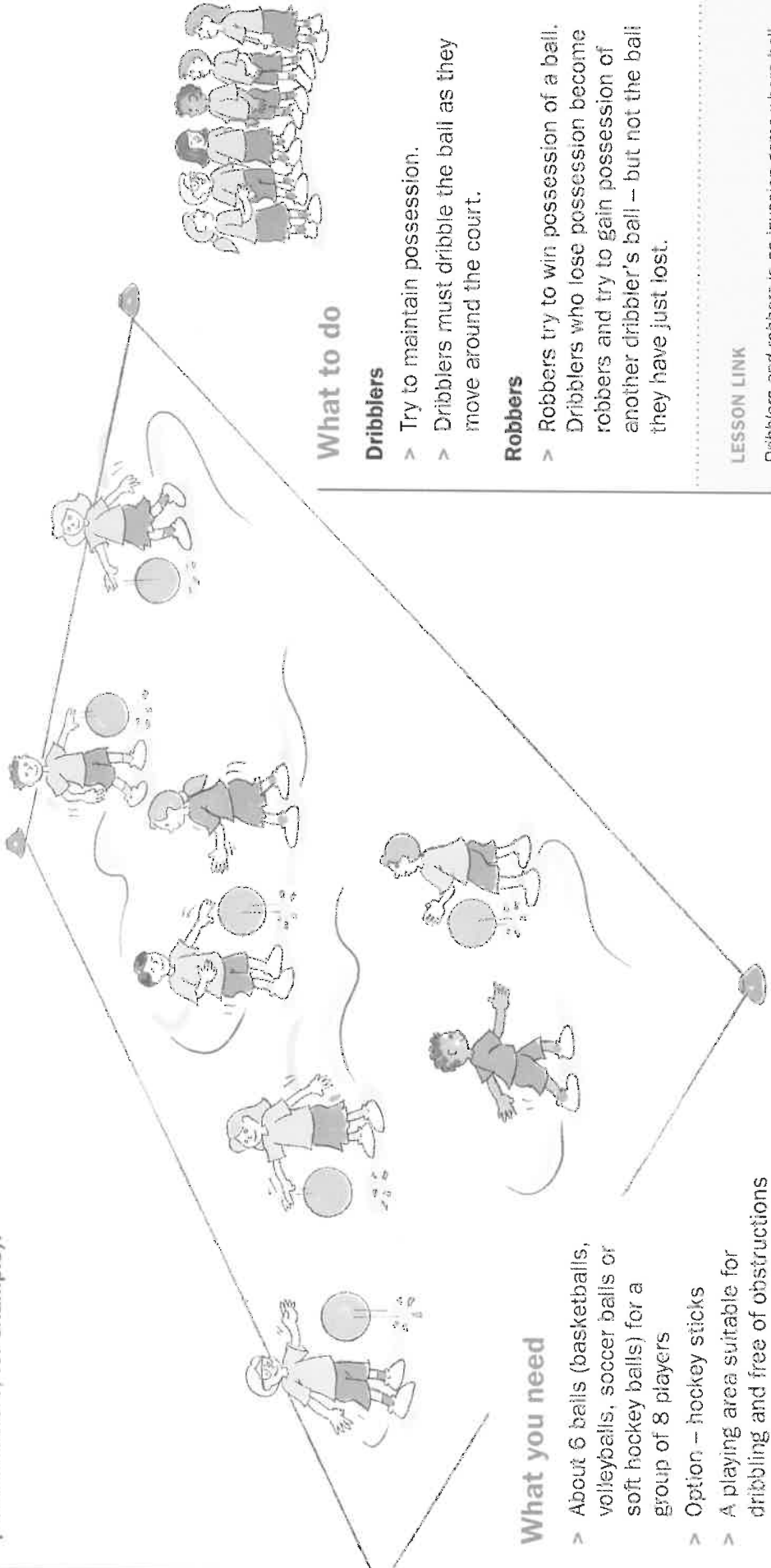


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Dribblers and robbers

Players (dribblers) with a ball move around the court dribbling. One or 2 players are robbers and they attempt to intercept dribblers' balls without making body contact. (Play with one robber per 4 dribblers, for example).



What you need

- > About 6 balls (basketballs, volleyballs, soccer balls or soft hockey balls) for a group of 8 players
- > Option – hockey sticks
- > A playing area suitable for dribbling and free of obstructions
- > Sufficient space between games
- > Markers

What to do

Dribblers

- > Try to maintain possession.
- > Dribblers must dribble the ball as they move around the court.

Robbers

- > Robbers try to win possession of a ball.
- > Dribblers who lose possession become robbers and try to gain possession of another dribbler's ball – but not the ball they have just lost.

LESSON LINK

Dribblers and robbers is an invasion game where ball-handling skills and defensive play work hand-in-hand. Interceptors ('robbers') learn how to 'get in close' within the rules of the game.

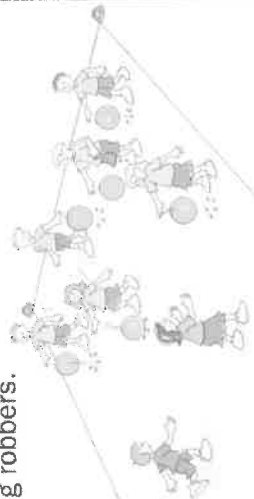
change it...

Coaching

- > The kicking and hockey dribbling options can be used with groups who have some familiarity with these methods.
- > Set personal targets for the players.

Game rules

- > **Dribbling rule** – relax the 'dribble when travelling' rule. Allow a combination of running and dribbling, e.g. dribble every third or fourth step. Be prepared for some liberal interpretations of the rule!
- > Vary this rule according to ability.
- > If using a basketball or volleyball, the ball is dribbled by bouncing.
- > **Fewer balls** – e.g. one ball per pair of dribblers. Allow dribblers to pass the ball as well as dribble.
- > **End to end** – all dribblers start at one end and have to get to the other end while avoiding robbers.



Dribblers and robbers

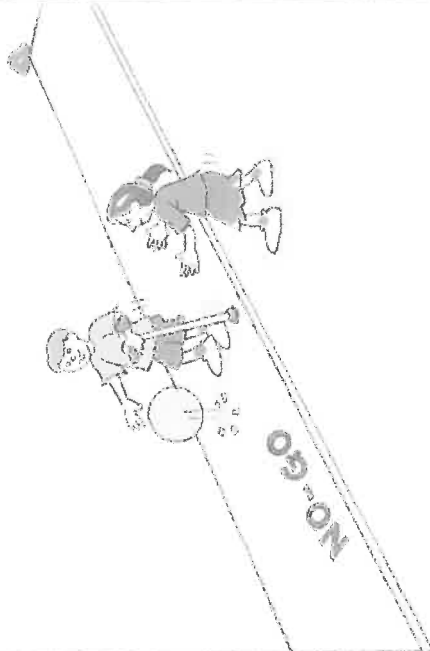
Safety

- > Ensure adequate space for the number of players.
- > Encourage players to be aware of others around them – i.e. keep an eye on the ball while looking around.
- > Body contact is not permitted.
- > Hockey sticks must not be raised above waist height.



- > Robbers – vary the number.

- > Provide a 'no-go' zone for a player if their ability level makes this necessary. Robbers are not permitted into the 'no-go' zone.

**Equipment**

- > Vary the type of ball/sticks according to players' abilities.

Playing area

- > Change the dimensions of the playing area according to the ability of the group.

ASK THE PLAYERS**Dribblers**

- > 'How can you make sure you keep the ball?'
- > 'Can you move from one side to the other without being intercepted?'
- > 'How long can you maintain possession?'

Robbers

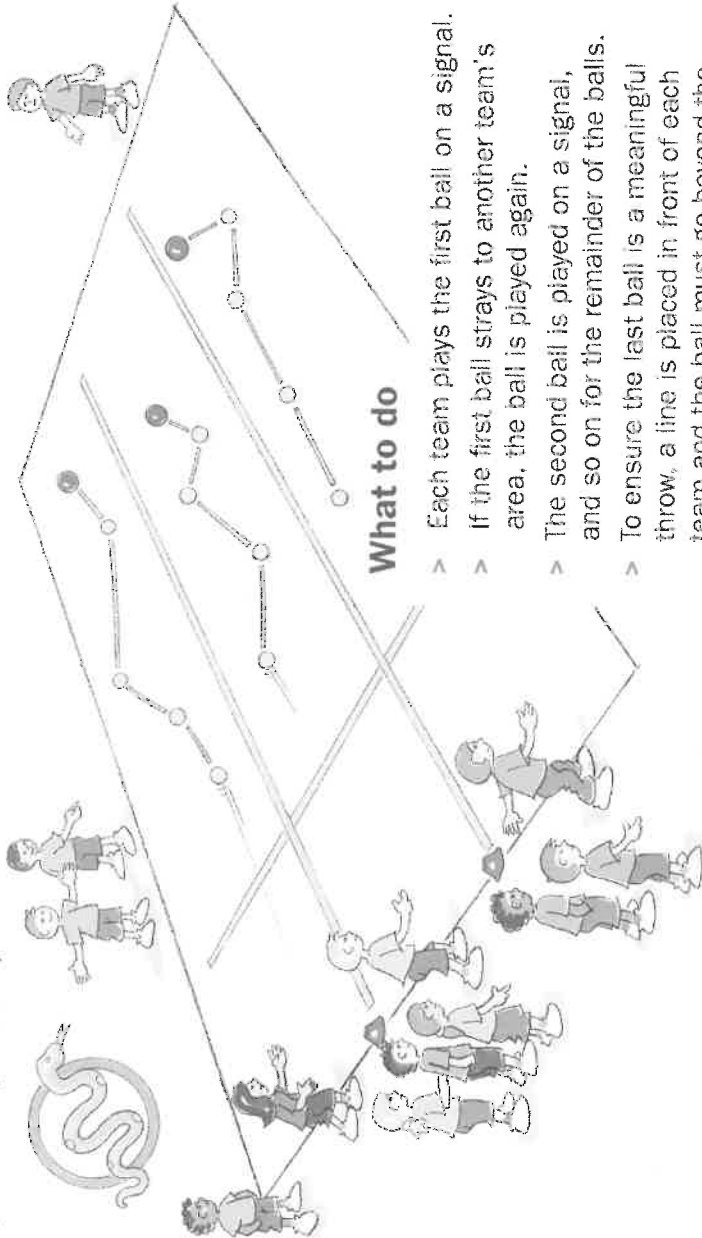
- > 'When is a good time to steal the ball?'
- > 'How quickly can you steal a ball?'
- > In the 'dribbling' variation – 'If you don't have the ball, how can you encourage your team-mate to pass it to you?'



Snakes alive

Skills > Accurate rolling · Teamwork, tactics

The first ball rolled becomes the head of the snake. Players deliver one ball at a time, aiming to place each ball behind the previous one. The aim is to form the longest snake. (4 or more per team.)



What to do

- > Each team plays the first ball on a signal.
- > If the first ball strays to another team's area, the ball is played again.
- > The second ball is played on a signal, and so on for the remainder of the balls.
- > To ensure the last ball is a meaningful throw, a line is placed in front of each team and the ball must go beyond the line for the ball to count – otherwise every team will finish with a python!
- > Alternatively, set a maximum length for the snake, e.g. 4 metres.



What you need

- > Cones to separate groups
- > One softball or medium-sized ball per team (snake head)
- > One ball per player, e.g. tennis ball (body of snake)
- > Tape or cones to mark *minimum throw line*

Scoring

- > The longest snake is the winner.
- > Measure in a straight line from head to tail.

Change it

- > **Snake head** – require a minimum distance from the start-line for the position of the 'snake's head'.
- > **Balls** – use different rolling balls.
- > **Goalball** – use a goalball (makes a noise when it rolls) and a caller to assist a player with limited vision. Make your own goalball by wrapping a volleyball in plastic and securing with tape.
- > **Provide eye-shades** for half the players to promote communication.

Safety

- > The game stops if players are required to retrieve 'lost' balls.

LESSON LINK

Snakes alive is a useful warm-up or transition activity for a variety of target-game activities.



Keep the ball up

SESSION PLANS

Mixed combo > Start out WC 03b + Start out NC 02a + Get into it SF 01

A A group of players try to keep a ball off the ground by passing it to each other. (Groups of 3 or more). May be played in a pool.

Scoring

- > Not scoring is an option. Alternatively, how many consecutive passes without the ball touching the ground?

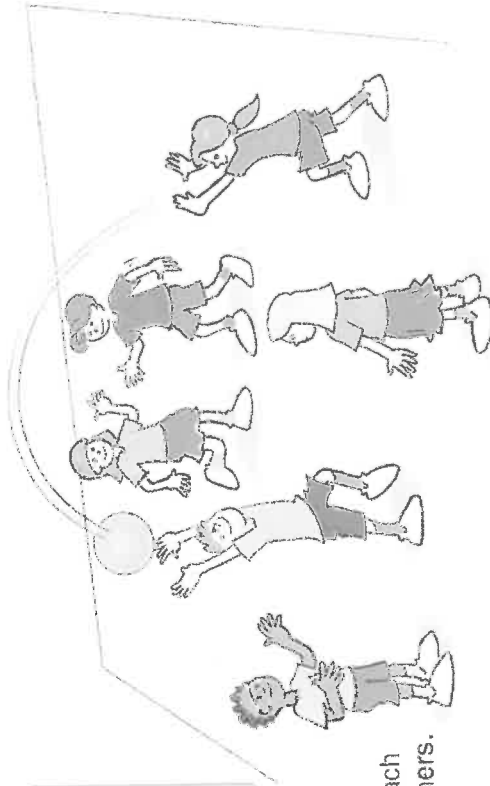
What to do

SETTING UP

- > Choose a medium sized ball. A beach ball or similar is suitable for beginners.

PLAYING

- > Start with a free-play version – rules can be decided later.
- > Introduce rules as required with **Change it**.
- > Encourage a variety of passes -- 'hot potato', where the ball is immediately hit away is a useful variation.



Change it

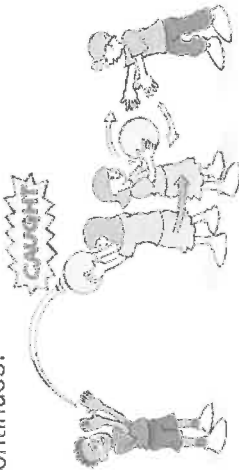
- > **Play 2 v 2** – decide whether you want the no-go space between pairs to be out of bounds. Decide whether both players must touch the ball before it is returned. Is a 3rd or 4th touch allowed before return?
- > **Other combinations** – 2 v 3, 2 v 4.



- > **Vary the** – type and size of ball including balloons, type of pass, allowable number of consecutive hits per person. A smaller playing area assists players with coordination or mobility restrictions.



- > Modify the game by allowing any suitable pass to and from a player with less developed skills or restricted movement.
- > E.g. Player 1 passes to Player 2 who catches the ball, makes an appropriate pass to Player 3 who immediately returns the ball to Player 2 and the game continues.



Safety

- > Choose a flat, obstacle-free playing surface
- > Ensure players know what to do if a ball strays into another group.
- > Encourage players to call 'mine'.
- > The pool depth should be appropriate to the aquatic skills of the players.
- > Play the pool game away from the pool walls.

LESSON LINK

This activity emphasises a variety of methods for keeping a ball off the ground, particularly overhead passing. The 2 v 2 form: receiving and passing are further refined. Related cards Get into it NC 04 and 05.



L-o-n-g throw

SESSION PLANS

B

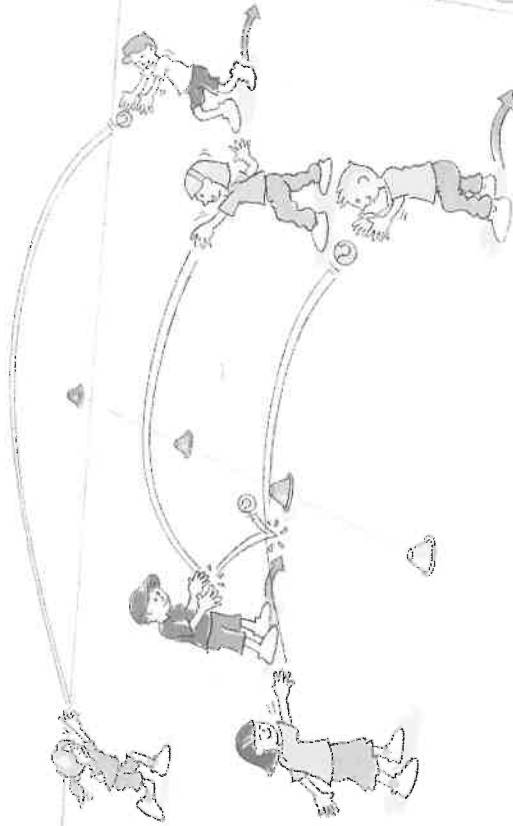
A cooperative game in which a ball is thrown between two players. If the ball reaches the catcher on the full, both the catcher and the thrower step back. If it is dropped, both take a step forward. The winning pair is the one that has retreated the furthest. (One or more pairs.)

What to do

- > Play on dry land or in a suitable pool.

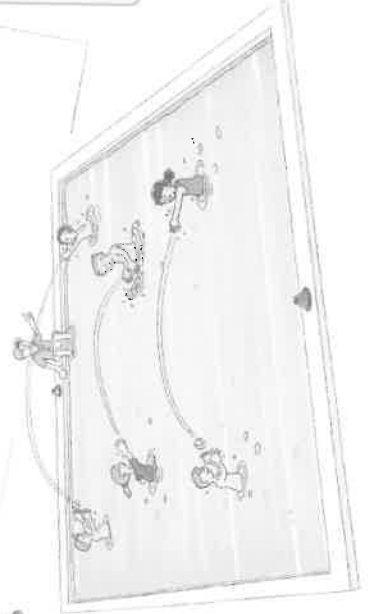
SET UP

- > Distribute one ball per pair.
- > Use 2 markers to establish a 'gate' that the ball has to pass through.
- > Players are equidistant from a marker. Pool variation: use a marker on the side of the pool as shown.



Scoring

- > The winner is the pair who are the greatest distance from the gate markers when the stop signal is given.

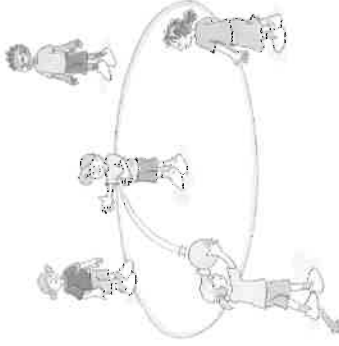


Safety

- > Type of ball and throw should be appropriate to the group.

Change it

- > **Cooperative circle challenge** – 4 catchers on a circle with a thrower in the centre. Catchers step back if they catch the ball. If the ball is dropped the catcher stays on the circle or makes one step towards the circle if they are further out. After each round, the centre person changes place with the next person in the rotation and goes to that person's position, either on the circle or further out.
- > **Other** – vary the type of throw, left or right hand, vary the ball, vary the size of the circle.



LESSON LINK

L-o-n-g throw develops throwing and catching skills, with a reward for successful catches. It can be adjusted to all levels of players using **Change it**. See also Start out cards CP 03, 07 and 08. Also use with Net+Court games.



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Newspaper hockey

SESSION PLANS

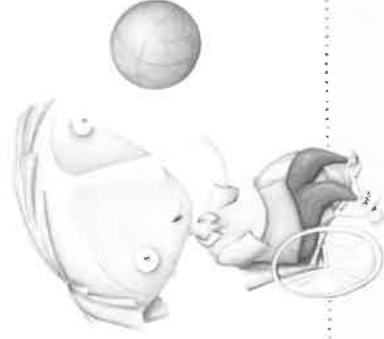
Combo > Start out WC 06 + Get into it INV 01 + Get into it INV 07a
Mixed combo > Start out INV 06 + Get into it INV 07a + Get into it NC 03

Game rules

- > **Other combinations** – 1 v 1, 2 v 3, 2 v 4
- > **Interceptor** – play as an interception game (see Get into it INV 01).
- > **Other** – rule disallowing forward passing, use plastic hockey sticks, scoring zones – attacking players must strike for goal outside of the zone, have a goal-keeper.

Safety

- > Choose an area away from walls and other obstructions.
- > The ball must be hit below waist height.
- > Encourage players to call 'mine'.
- > Use **Change it** to accommodate different player abilities.



LESSON LINK

Newspaper hockey is a fun and fast-moving invasion game played with a minimum of rules. It can be modified to introduce 'invasion games' concepts or to make it more inclusive.

A Using rolled-up newspapers to hit a soft ball, 2 small teams try to score goals.

What to do

SETTING UP

- > Select teams of up to 4 players.
- > Make bats out of rolled-up newspaper (rolled diagonally for longer bats), stuck together with tape.
- > Use a soft ball and narrow goals.

PLAYING

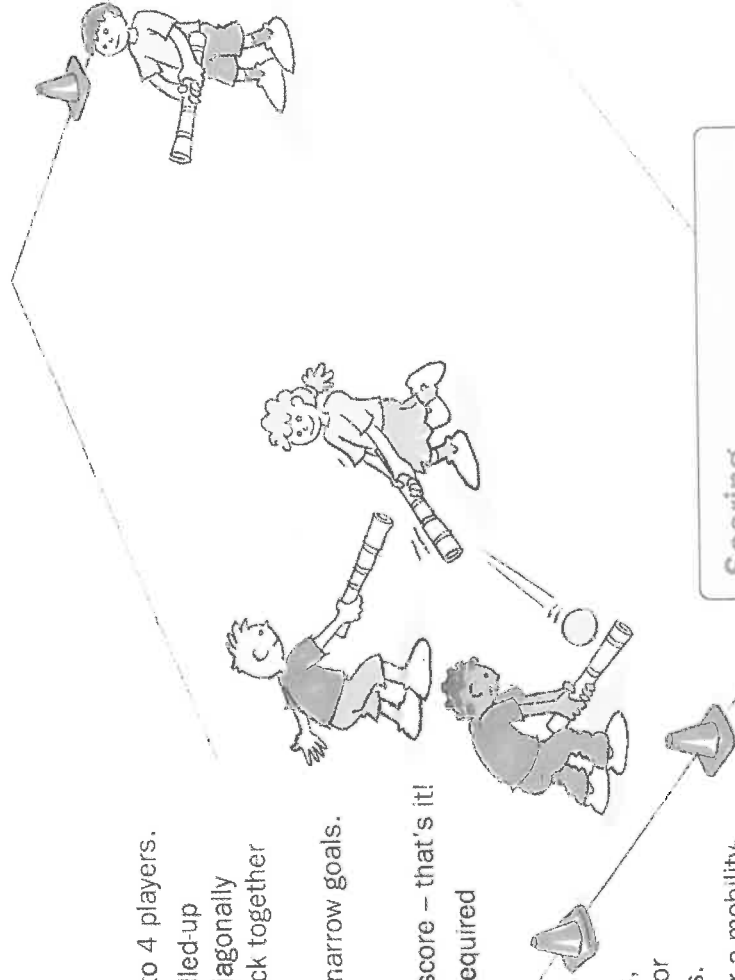
- > Pass, trap, hit and score – that's it!
- > Introduce rules as required with **Change it**.

Change it

- > Vary the team sizes, e.g. 4 v 2 to cater for varying ability levels.
- > Introduce a zone for a mobility-restricted player that is out of bounds to opposition players.
- > Ask the players for ideas to ensure the game is fair for all.

Scoring

- > How many consecutive passes can players make without the ball touching the ground?
- > Number of goals scored.
- > Not scoring is an option.



Kolap



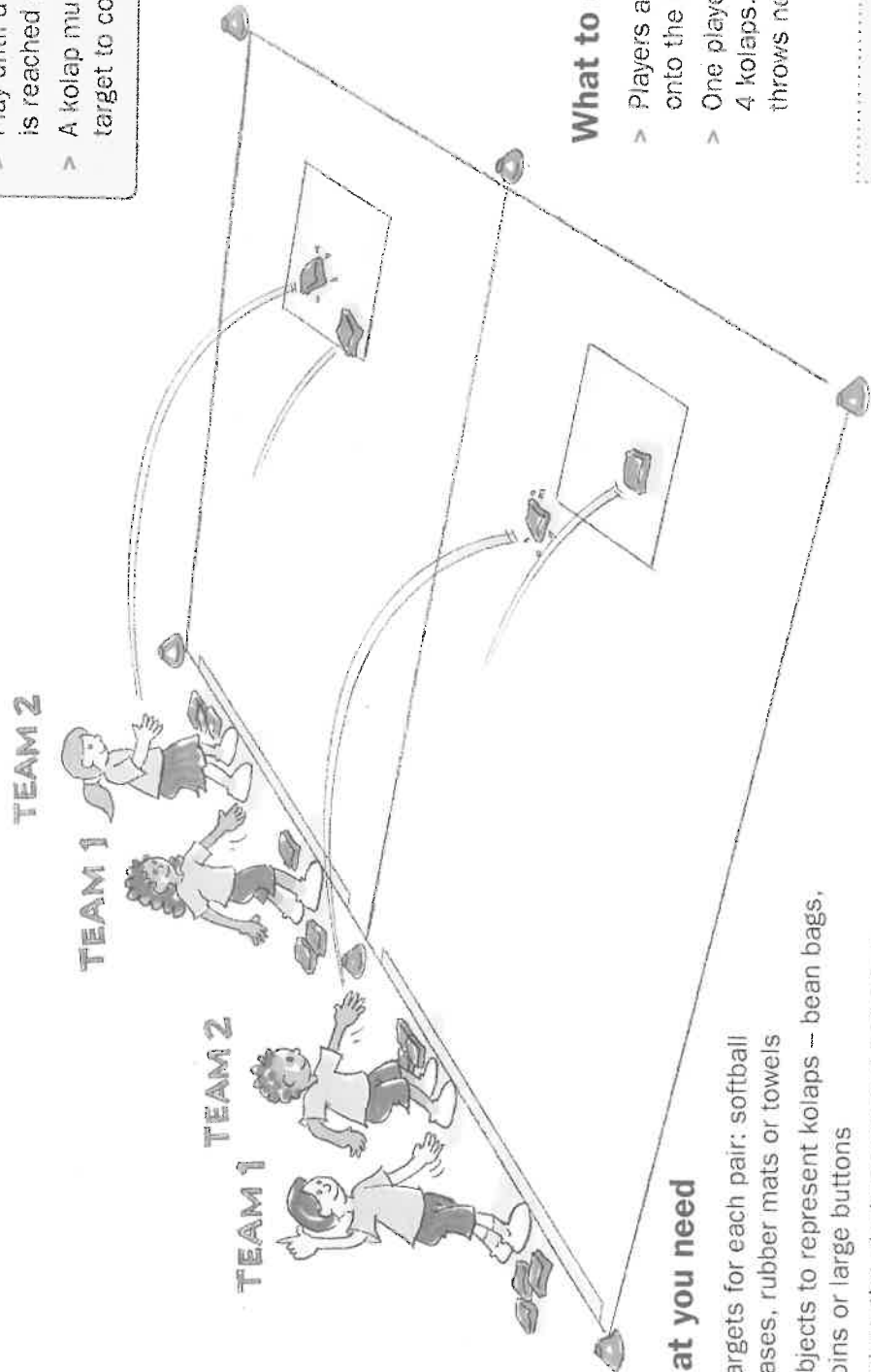
EASY MED HARD

SCORE POINTS

This object throwing game was played on Mer Island in the Torres Strait. 'Kolap' refers to the beans of the Kolap tree – the throwing objects. Objects (*kolaps*) are thrown onto a target such as a mat. Players work in teams of two aiming to reach a set score.

Scoring

- > Play until a nominated combined score is reached by one of the teams, e.g. 20.
- > A kolap must land completely on the target to count.



What you need

- > Targets for each pair: softball bases, rubber mats or towels
- > Objects to represent kolaps – bean bags, coins or large buttons
- > Set up the playing area and pairs in teams as shown. Notice how the pairs are split
- > Each player has 4 kolaps.

What to do

- > Players attempt to throw their kolaps onto the mat in front of them.
- > One player starts the game and throws 4 kolaps. A player from the second team throws next.

LESSON LINK

A target game that provides interest and variety to other games like bocce.

Kolap

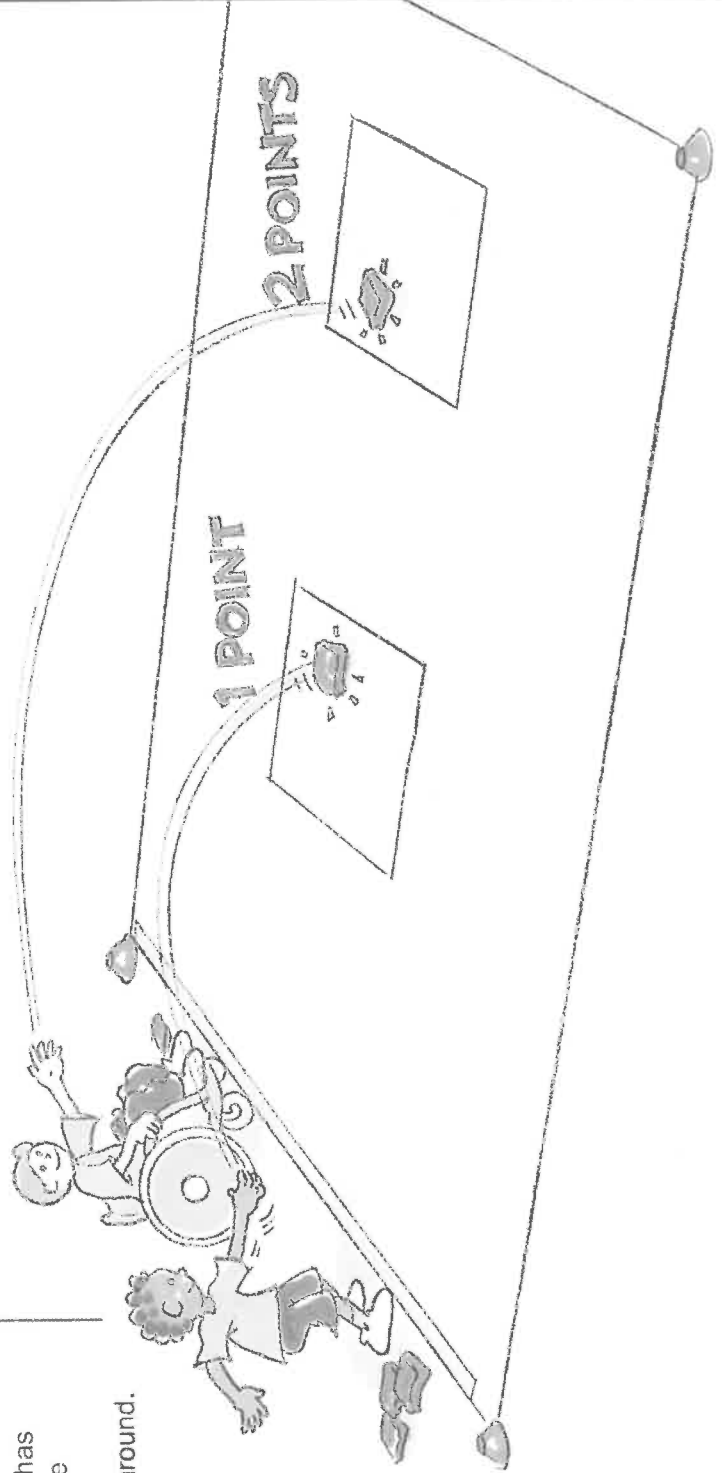
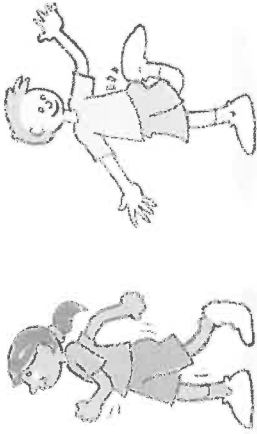
Skills > Target throwing

change it...

- > Change the distance and size of the target.
- > Vary the type of throw -- front on, side on, 1 or 2 hands.
- > Set a time limit for each round of 4 kolaps thrown.
- > Match the kolap substitute to the ability of the group, e.g. bean bags and bigger targets for beginners.
- > Provide targets at different distances, with different values.
- > **No standing around** -- each player has their own target (the same distance for each player). Players can throw simultaneously and avoid waiting around.

Safety

- > Ensure adequate space for the number of players.
- > Players wait for others to finish their round before moving onto the playing area.





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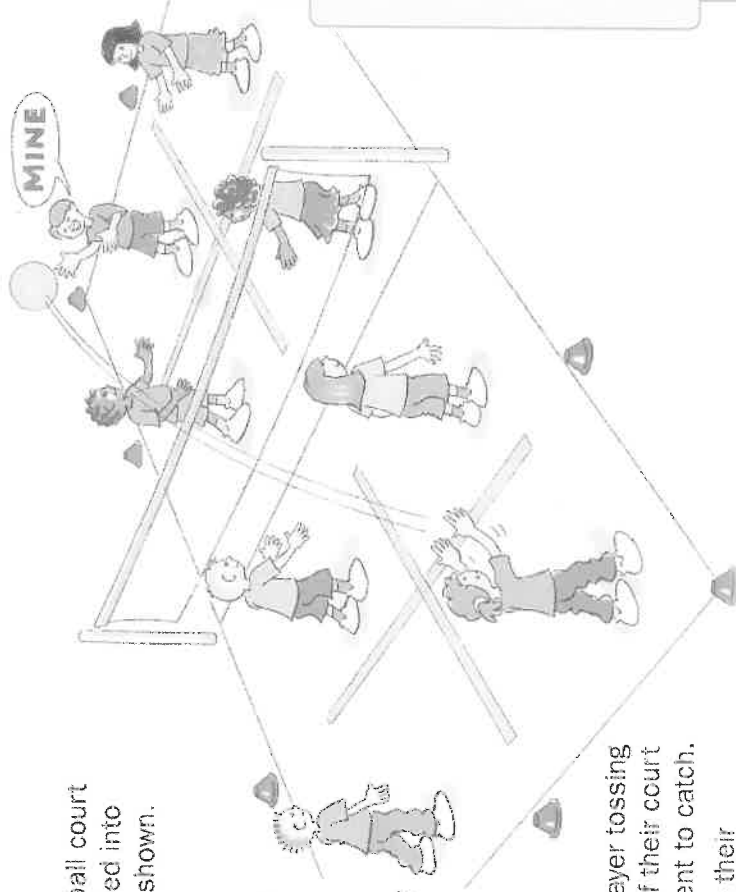


Newcombe ball

2 teams on a court with or without a net. A net is preferable. The serving team sends the ball over the net from the back of the court. The opposing team has to catch the ball and keep it off the floor. The receivers become the servers and return the ball. (Play with 8 per court, 4 v 4.)

What you need

- > Tennis, badminton or volleyball court with a net. Each half is divided into four – use masking tape as shown.
- > Net at medium height
- > If you don't have a net, mark out a 'no-go' zone and require balls to be served above head height of teammates in the front row.
- > One soft volleyball or similar
- > Markers as required.



Change it

- > **Use equipment** – e.g. paddle bat and sponge ball, softball and glove or racquet and shuttle. Use with 1 v 1 or 2 v 2.

VARIATIONS



Scoring

- > **Servers** – a point is scored if the ball touches the ground in the receivers' area.
- > **Receivers** – a point is scored if the servers hit the ball outside the receivers' court.
- > Score to a set number of points (e.g. 10) or set time limit (e.g. 4 minutes).
- > **Cooperative emphasis** – make the length of the rally the objective.

LESSON LINK

Newcombe ball requires players to work as a team to cover court space on receiving a ball. Servers work on 'finding space' and deception. The receivers combine catching, passing and attacking play.

What to do

PLAYING

- > The game starts with one player tossing the ball from the back half of their court across the net for an opponent to catch.
- > Each player must stay within their own playing area.
- > A maximum of 3 passes can be made between players before the ball is returned across the net.
- > Alternate serves and rotate server each time a point is won.

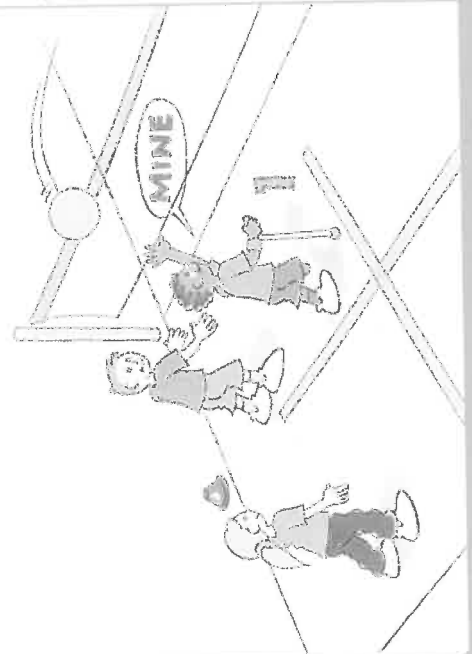
change it....

Coaching

- > Use player role models to help players understand the concepts of the game – working as a team to cover court space (in defence), finding space in attack (servers), and combining catching and passing leading to attacking play.
- > Encourage cooperative play from the beginning, with players aiming for long periods without a dropped ball.

Game rules

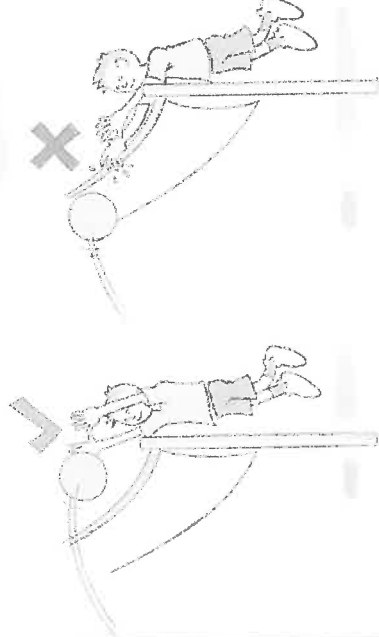
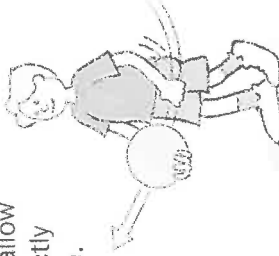
- > **Supporting a team-mate** – this involves the player in square #1 receiving support. Players can assist the player in square #1 by moving out of their square to work in tandem with this player.



A player can only move out of their square if the ball goes directly to the player in square #1.
The player in square #1 can either send the ball over the net or return it to a team-mate.

Allow 4 touches of the ball before returning it.

- > Allow players access to all court space.
- > Relax the 3-ball rule and allow a ball to be returned directly or passed to a team-mate.
- > Allow serving by a hit over the net.
- > Allow blocking – but not reaching over the net.



- > Allow 'hot potato' passes (instant pass without holding).

Newcombe ball

Skills > Serving (throwing or hitting) with accuracy · Finding or covering space · Anticipation · Teamwork

Playing area

- > Vary the size and shape of the court -- bigger/smaller; skinnier/wider.
- > Vary the width of the 'no-go' area if playing without a net.

Safety

- > A smooth surface and playing area free of obstructions.
- > Encourage players to call 'mine' and remind players to keep an eye on the ball and their team-mates.
- > Only use a bat with 1 v 1 or 2 v 2 combinations.

ASK THE PLAYERS

Receivers

- > 'How can you avoid too many players in one area?'
- > 'If you are allowed to move out of your area, what different formations can be used to cover the court? And how can you work together and avoid confusion about ball ownership?'

Servers

- > 'Where might you throw/hit the ball to make it hard for your opponents?'
- > 'What will you do to avoid your opponents blocking the ball?'

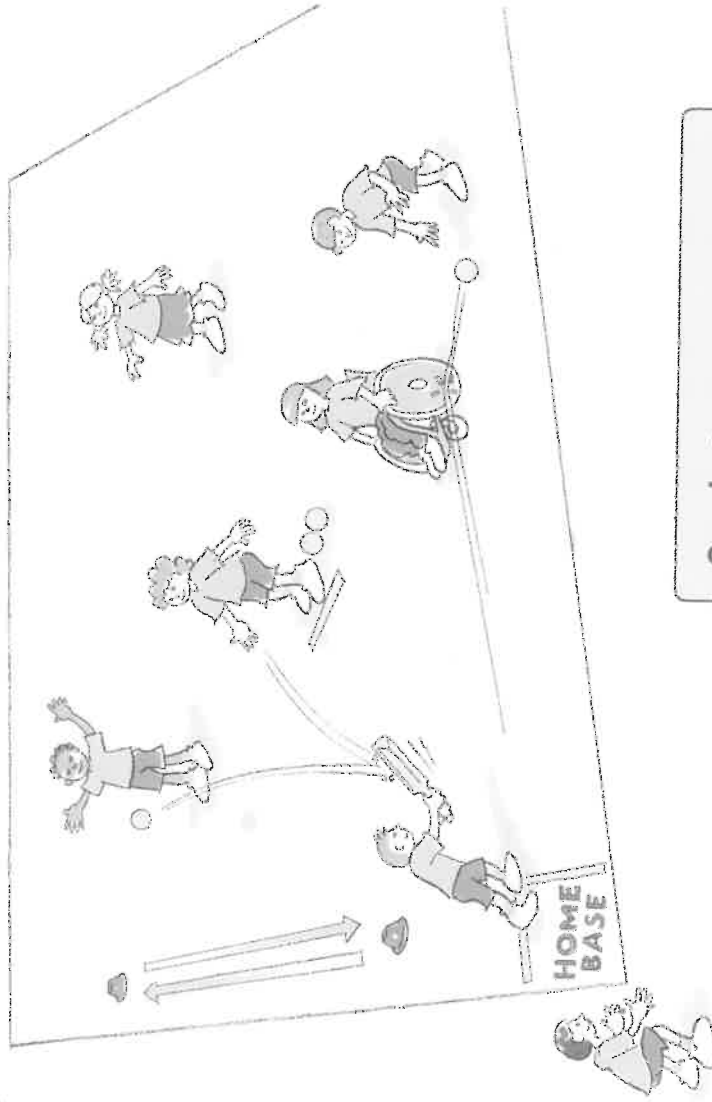


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Hit 4 and go

A batter hits 4 consecutive balls into the field and then runs between marker cones as many times as possible. When the fielders have returned all 4 balls they call out 'STOP!' (4-5 per group).



What you need

- > A suitable indoor or outdoor playing area as shown
- > Range of bats/rackets and balls (sponge balls, softballs or tennis balls)
- > Marker cones (for running and playing area)
- > **Option** – batting tee(s)

Scoring

- > From cone to cone = one point.
- > Points are totalled for the team.

What to do

SETTING UP

- > 2 teams – batters and fielders

Batter

- > Hits 4 balls, one after the other, into the playing space.
- > The balls can be hit from the ground, or off tees, you can toss the ball and hit it yourself, or have a team mate toss the ball to you.
- > When the last ball is hit, the batter runs between the marker cones as many times as possible.

Fielders

- > Fielders return the balls to the home base
 - balls must be *inside* the hoop to count.
- > Fielders call 'STOP!' when the last ball reaches home base.

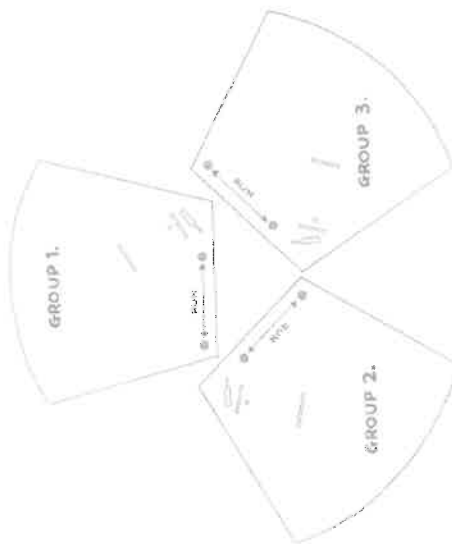
LESSON LINK

Hit 4 and go is a fielding game that develops teamwork. Batters are challenged to place balls tactically and fielders are challenged to effectively position themselves and to return the balls in the shortest time. The game links to softball and baseball.

change it...

Coaching

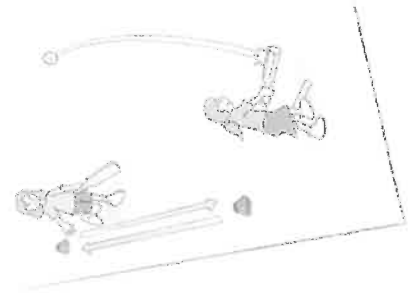
- > To manage large groups, have 2 or more groups playing at the same time using a 'fan' system. Balls must be hit forward.



- > Players with less developed throwing/catching/fielding/batting skills can be assisted on the side.

Include all

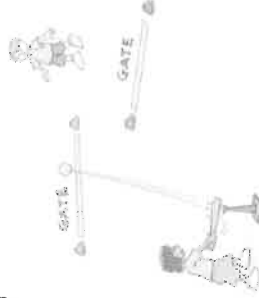
- > **Batters** – 2 players work in tandem, e.g. one player hits and the other runs.



Hit 4 and go

Game rules

- > **Harder for fielders**
 - fielders cannot move until the last ball is struck
 - fielders must take the ball to the home base and not throw.
- > **Harder for batters**
 - batter must hit the ball forward of the batting position.
- > **Scoring gates** – batters gain extra runs if the ball passes through the gates.
- > **Running alternative** – batters who have limited mobility can score by hitting into these gates, or by using a 'runner'.
- > **Rolling** – use rolling to pass among fielders.
- > **False calls** – provide bonus points to a runner if '**STOP!**' is called too soon.

**Equipment**

- > Use different bats and balls – allow player choice.
- > Use different heights of tee or alternative.

Playing area

- > **Harder for runner** – increase the distance between cones.
- > **Harder for fielders** – increase the size of the playing area.

Safety

- > Bowlers sending a cooperative feed should be located to one side.
- > Fielders should be at a safe minimum distance from the batter.
- > All fielders should keep an eye out for balls as well as other running fielders.
- > Players should communicate when retrieving a ball or throwing a ball.
- > Ensure the batter's running area is away from fielders.
- > Players should have done space/player awareness activities before playing (see e.g. Start out WC 03a,b).

ASK THE PLAYERS**Fielders**

- > 'How can you get the ball back to home base quickly?'

Batters

- > 'Where will you place the balls you hit?'
- > 'Will you scatter them or hit them in one direction?'
- > 'Will you hit them high or low or make them bounce?'

Appendix 5.3

Active After-school Communities deliverer appraisal



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Active After-school Communities Deliverer appraisal

1 Deliverer details

Name

School/Club/OSHCS/Other organisation
 (where applicable)

Deliverer Signature

Date

Deliverer Name

2 Appraisal details

Venue

Regional Coordinator

Appraisal date

Multi skill focus

Sport specific focus

Please name sport(s)

Both

Outcome

Deliverer is competent

Deliverer needs to provide further evidence

Detail further evidence required

Appraiser Signature

Date

Appraiser name

Appraiser role

