



Australian Government
Australian Sports Commission

PRESENTER'S MANUAL

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

Module 5

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

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	179
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 deliverer appraisal provided at Assessment Task 5.2 (pages 182–7) 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	179
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	179

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 their and maintain children's 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 about, 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.

Provide an outline of the three assessment tasks before you start and answer any queries that participants might have.



Overhead transparencies or slides 39 to 42 should be shown at this time.

5.1 The Playing for Life approach: a quick refresher

Before getting into the main part of this session, first check what participants remember about the Playing for Life approach from Module 1. If their recall is good, move on, if not, spend a little time getting them to refresh their memory. It is essential that they remember the key elements.

ACTIVITY 5.1: THE PLAYING FOR LIFE APPROACH — A REFRESHER

WE COVERED THE PLAYING FOR LIFE APPROACH BRIEFLY IN MODULE 1. WHAT DO YOU REMEMBER ABOUT IT? WHAT ARE THE KEY FEATURES? WHY IS IT USED IN THE AASC PROGRAM?

Materials: Module 1 of the *Community Coach Training Program Coach's Workbook*, whiteboard or butcher's paper, marker pens

TIP!

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

1.2 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?

Ask participants to write their answers on the Assessment Task 5.1 work sheet on pages 162–3 of the Coach's Workbook.

Materials: whiteboard or butcher's paper, marker pens, Assessment Task 5.1 work sheets (one per participant)

You should come up with some or all of the following answers:

Benefits of using the Playing for Life approach include:

- walk and talk environment
- ownership and self discovery — promotes long-term learning
- catering for all levels of ability
- game is the teacher
- optimises involvement
- coaching is discrete
- develops real-life skills
- children have the opportunity to progress at their own rate
- fun — children love games.

Potential barriers to using the Playing for Life approach include:

- organised versus chaos
- drills versus games
- motivation versus repetition
- exposure versus self-esteem
- parent perception/expectation
- strong tradition in team sports coaching of skills/drills approach — need to win people over
- learning style of children — some children may prefer a more guided/structured approach.

5.3 A successful session: what does it take?

ACTIVITY

WHOLE GROUP ACTIVITY

Use a brainstorm or question and answer (or combination of both) to consider the key points in Sections 5.3.1, 5.3.2 and 5.3.3. Finish with a short discussion about the Playing for Life resource kit and direct participants to the sample Playing for Life activity cards at Appendix 5.2 and the session planner template at Appendix 5.1.

Materials: *Community Coach Training Program Coach's Workbook* plus a Playing for Life resource kit.



Overhead transparencies or slides 43 to 46 can be shown at this time (optional).

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 a 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:

Playing for Life session
Warm-up — cooperative play
Small game
Challenge/questions
Further develop game
Repeat process three to four times
Small game
Cool-down
Evaluation

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 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 plan a session

The Playing for Life resource kit 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 which engage children in game-like situations. The activities on the cards are able to be clearly and easily interpreted with a concise written explanation. 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 with linking activities and session planning, and some ideas about how you can change activities to cater for varying ability levels (CHANGE IT) are provided.

Some sample activity cards from the Playing for Life resource kit are at Appendix 5.2.

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)

Divide the whole group into small groups (number dependent on the size of the group) and, using Playing for Life activity cards, allocate each small group a category of game (explain the different categories first or ask the group what they might be). Get the group to take part in various Playing for Life activities from the different categories of games. For more information of 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.

Ask the group to observe and record comments on the performance checklist at Appendix 5.3 during the practical activities. Get them to revisit the checklist two to three times during the practical session. (Note: Let them know that this is the checklist that will be used to assess their performance during Assessment Task 5.2.)

Materials: Playing for Life activity cards or *Community Coach Training Program Coach's Workbooks*, sufficient playing equipment to meet the needs of the group, suitable playing area

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

- 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.

Materials: drill resources appropriate to the group, sufficient playing equipment to meet the needs of the group, suitable playing area

Using *CHANGE IT* to maximise participation and include all



Overhead transparency or slide 47 can be shown at this time (optional). Alternatively use a whiteboard or butcher's paper and marker pens.

One of the most challenging areas for a coach is dealing with multi-age groups and/or a wide range of sizes and ability. How can you provide a safe, fun and challenging environment for everyone? The following activity 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**BRIEF DISCUSSION REGARDING CHANGE IT**

Materials: sufficient playing equipment to meet the needs of the group, white board or butchers paper and markers (optional), suitable playing area

Working in groups, get participants to consider how they can change a game to cater for everyone. Depending on the time you have available, get them to try one or more of the following scenarios or come up with one that has meaning for them:

- 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)?
- 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?
- 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?
- Children are standing around for some time between ‘turns’ and are starting to push and shove. How can you stop or prevent this?
- 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 bring 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.

Materials: none

5.3.5 Review the session

Mention that the final step in any session is the review — not just the review with the children, but the coach's own review. What worked well? What did not work? What will they include/change next time, what were the unplanned influences, and if so, were the contingency plans effective, etc? By doing this, they can continually improve their performance and provide fun and motivating sessions for the children.

The review process is about coaches being honest with themselves and taking responsibility for their 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 they go with the performance checklist (see Activity 5.3)?

Materials: performance checklists, session planner template (one per participant) or *Community Coach Training Program Coach's Workbook* (one per participant)

The performance checklist at Appendix 5.3 (and first mentioned in Activity 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-MINUTE) PHYSICAL ACTIVITY SESSION USING PLAYING FOR LIFE PRINCIPLES**

PLAYING FOR LIFE ACTIVITY CARDS, SESSION PLAN TEMPLATE, DELIVERER APPRAISAL (SEE ASSESSMENT TASK 5.2 ON PAGES 164–9 OF THE *COMMUNITY COACH TRAINING PROGRAM COACH'S WORKBOOK* AND PAGES 182–7 OF THIS PRESENTER'S MANUAL)

Materials: summary assessment sheet for each participant, sufficient performance checklists to cover each group, *Community Coach Training Program Coach's Workbooks* (one per participant), sufficient playing equipment

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

Provide the groups with ten minutes to draft a session plan using the session plan template provided at Assessment Task 5.2 (page 165 of the *Community Coach Training Program Coach's Workbook*). Then ask them to deliver their session with the rest of the group (how you do this will depend on the time you have available) and provide feedback on their own performance using the performance checklist. (You will also complete your own review of each group's performance). Encourage participants to use the performance checklist at Appendix 5.3 to review other groups' sessions, keeping in mind the required performance criteria.

Emphasise that in developing their session plan they should consider:

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

Direct them to some sample session plans on the Playing for Life activity cards at Appendix 5.2 if they 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.

5.5 Adapting sessions to meet children's requirements (Assessment Task 5.3)

STRATEGIES FOR MAINTAINING THE MOTIVATION AND ENGAGEMENT OF CHILDREN OVER THE TERM, AND DEVELOPMENT OF SESSION PLANS TO ILLUSTRATE THESE IDEAS

Materials: Assessment Task 5.3 work sheet (one per participant); white board or butcher's paper and markers

Discuss as a group and then ask participants to individually outline in writing (or verbally), strategies that you can employ to ensure that your sessions remain motivating and engaging to children over the long term.

It is important to emphasise that the development of sessions over the long term should be dictated by the children, not the coach. You should be aware that progression over an eight or ten-week term may require almost the same activities in each session with just subtle changes to meet children's requirements, rather than an expected and documented progression. (In other words, as the coach, you should develop sessions based on activities that the children enjoy and progressions in activities should be based on where the different children in that group are at in terms of development, not where they 'should' be at.) In view of this, you need to show some

flexibility in your planning, outlining how you may modify the activities and plans based on the children's progression and what you find the children enjoy most. There is nothing wrong with sometimes repeating activities that children find enjoyable, as long as they continue to find them motivating and engaging.

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.