

SIS - Sport, Fitness and Recreation Training Package

SIS30115—Certificate III in Sport and Recreation

Unit

SISXCAI004

Plan and conduct programs

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SAMPLE ONLY*

Teacher/Trainer Manual



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STUDENT/TRAINEE DETAILS

Student/Trainee Name**Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

SAMPLE SAMPLE

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INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

INTRODUCTION—CONT'D

LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

INTRODUCTION—CONT'D

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

Learning
Activity

Research

SELF ASSESSMENT

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SSISXCAI004 - PLAN AND CONDUCT PROGRAMS

ELEMENT	PERFORMANCE CRITERIA
1. Identify participant needs and expectations	1.1 Clarify participant preferences, needs and expectations 1.2 Identify special requirements according to participant needs 1.3 Advise participants of any reasons why they should not participate in the program 1.4 Conduct a risk analysis for program 1.5 Establish criteria for referral for external assistance 1.6 Recommend participants seek external assistance as required 1.7 Document and update consultation records
2. Plan the program	2.1 Identify and access sources of information required to plan a program of sessions 2.2 Establish size, scope and goals of program and included sessions 2.3 Identify staff, equipment and resources appropriate for the program 2.4 Design and document a program plan to meet identified participant needs and abilities 2.5 Seek agreement for program plan from staff, participants and organisations as required
3. Prepare for the program	3.1 Obtain budget allocation from responsible person(s) 3.2 Confirm adherence to budget constraints 3.3 Identify and confirm availability of appropriate resources and personnel 3.4 Prepare documentation and templates for conducting, reporting and evaluating sessions 3.5 Organise purchase or hire of equipment with responsible person, as required 3.6 Organise completion of enrolment and documentation processes by participants

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ELEMENT	PERFORMANCE CRITERIA
4. Conduct the program	4.1 Communicate instructions and relevant information to participants in a suitable manner 4.2 Observe and assess participant progress against program aims and modify program as required 4.3 Monitor program participation and safety and implement appropriate strategies 4.4 Seek feedback from participants regarding progress during program and modify as required 4.5 Monitor venue, resources and equipment to ensure continued availability
5. Conclude and evaluate the program	5.1 Finalise program completion as required 5.2 Inform participants of follow-up programs 5.3 Seek and acknowledge feedback from participants and relevant stakeholders 5.4 Evaluate program components and identify potential areas of improvement 5.5 Review own performance and identify potential improvements 5.6 Document and update records of program and evaluation
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Section One

Identify Participant Needs and Expectations

SAMPLE SAMPLE

PLAN AND CONDUCT PROGRAMS

SECTION ONE – IDENTIFY PARTICIPANT NEEDS AND EXPECTATIONS

INTRODUCTION

During the course of your career as in the sport and recreation industry you will have new participants approaching you with regards to wanting to participant in some type of sport or fitness program.

These participants would have needs, expectations, preferences and maybe some limitations when it comes to undertaking a sport or fitness program.

In this section we learn about how to identify a participant's fitness requirements prior to developing a sport or fitness program for them.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Clarifying participant preferences, needs and expectations
- ☆ Identifying special requirements according to participant needs
- ☆ Advising participants of any reasons why they should not participate in the program
- ☆ Conducting a risk analysis for program
- ☆ Establishing criteria for referral for external assistance
- ☆ Recommending participants seek external assistance as required
- ☆ Documenting and updating consultation records



CLARIFY PARTICIPANT PREFERENCES, NEEDS AND EXPECTATIONS AND IDENTIFY SPECIAL REQUIREMENTS ACCORDING TO PARTICIPANT NEEDS

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

Before you can start a sport, fitness or recreational program with new participants you need to find out as much information about them as you can. To be able to do this successfully, you need to put the participants at ease. Most participants will have some apprehension about making changes to their physical activity and you will need to put them at ease as soon as you meet them. You only have a matter of seconds to make a good first impression, so the greeting is a critical component of how your relationship with the participant will go.

Generally, when a participant first approaches you they have a purpose in mind. The most common will be to, learn or participate in a specific sport, lose weight or to build up their general fitness. In most cases they have a long term goal of where they would like to be, but no real solid idea of how to get there. It is up to you to give the participant a plan and program to allow them to reach their goals.

SAMPLE

SAMPLE SAMPLE



QUESTIONING SKILLS

To do this, you need to identify their requirements and then match them with your knowledge of what the club, fitness centre or school has to offer. This means you would need to ask questions and listen carefully to their answers. It must always remain a two-way conversation.

It is also important that that you confirm the details with the participant by repeating them back to the participant and asking the participant to clarify details which are not completely understood. In this way you can be assured that you are assisting them in the most appropriate way.

Basically, these simple steps should be followed:

- 1) Ask the participant how you may assist them
- 2) Listen carefully to what they say
- 3) Ask questions in order to further clarify their requirements
- 4) Again, listen carefully to their answers
- 5) Repeat the details back to the participant clearly
- 6) Ask questions regarding details you still do not understand or may have missed
- 7) Listen carefully to their answers
- 8) Again, repeat the details back to the participant

A good communicator listens as much as they speak. It is important to keep following those steps until both you as well as the participant feel that each have a full understanding of their goals, expectations and preferences.

The previous steps are especially important when a participant is unsure of his or her sport, health or fitness goals, expectations and preferences. They may not know exactly what they want.

In this situation, questions and resulting answers may start off in very general terms. However, as the questioning continues, the sport, health or fitness goals, expectations and preferences of the participant become more defined and you are then more likely able to satisfy those sport, health or fitness goals, expectations and preferences.

Sometimes in these situations you may feel frustrated. It is important, however, to always maintain a friendly facial expression, use a calm, courteous tone of voice and give the participant their undivided attention. This will keep the participant relaxed and in turn make them easier to serve.



IDENTIFY SPECIAL REQUIREMENTS

Many participants will have special requirements that need to be identified when planning and conducting a sport, or fitness program.

Some participants are part of a specific population group. Those that are in this group often have special requirements. Examples of those in this group can include:

- ☆ Young participants
- ☆ Aged participants
- ☆ Disabled (both physically and mentally)
- ☆ Those suffering from disease
- ☆ Obese



This means that the program design must cater not only to the participant's goals and needs but also the limitations that they may have because of being a part of a specific population group.

Types of program designs can be described as follows:



- ☆ **Goal-oriented**—The aim is to develop a series of exercises or sporting activities that the participant will execute over a period of time to reach desired goals taking into account any identified limitations.
- ☆ **Disease, disability or injury-driven**—The point is to tailor the program to certain limitations or to provide a starting point for the participant to develop from. Either way, the sport or fitness program is designed to help manage or overcome an obstacle and it's imperative to account for it when choosing exercises or sporting activities and choosing equipment.
- ☆ **Muscle-specific**—This can refer to an ongoing program that generalises on developing body muscles or to each session that focuses on specific muscles or muscle groups.
- ☆ **Joint action focused**—A session might focus, for example, on muscles that insert at the knee to allow for knee flexion and extension.
- ☆ **Social**—in conjunction with any health or fitness goals, many participants also want to have social interaction with like minded groups of participants.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

Although we did not directly discuss this in this Section, tell us of the two main types of questions that can be asked and give us three examples of each of those within a fitness theme.

Question Type 1 _____

Example 1 _____

Example 2 _____

Example 3 _____

Question Type 2 _____

Example 1 _____

Example 2 _____

Example 3 _____

TEACHER / TRAINER GUIDANCE NOTES

The two types of questions are 1) open questions and 2) closed questions.

Closed-ended questions require very quick and short answers, mainly Yes or No and often begin with 'Do', 'Does', 'Can' or 'Will'.

Open-ended questions require a more extensive answer and generally begin with 'How', 'When', 'Where', 'Why', or 'What'.

The student or trainee examples should reflect the above descriptions of each type of questions.

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

In this Section we mentioned a group of people in the sport and recreation industry we call 'specific population'. We gave five examples of who fit into a segment of the specific population group.

What were those five examples?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

TEACHER / TRAINER GUIDANCE NOTES

- 1) Young participants
- 2) Aged participants
- 3) Disabled (both physically and mentally)
- 4) Those suffering from disease
- 5) Obese

**Learning
Activity**

Question

LEARNING ACTIVITY THREE

Staying on the theme of 'specific population', we gave five examples of types of sport or fitness programs that could be developed for persons in the specific population groups.

What were those five examples?

1 _____

2 _____

3 _____

4 _____

5 _____

TEACHER / TRAINER GUIDANCE NOTES

- 1) Goal-oriented
- 2) Disease, disability or injury-driven
- 3) Muscle-specific
- 4) Joint action focused
- 5) Social



ADVISE PARTICIPANTS OF ANY REASONS WHY THEY SHOULD NOT PARTICIPATE IN THE PROGRAM

While spending the time to identify a participant's needs, expectations and goals, you may find that there are valid reasons why they should not participate in a program that they are wanting to.

For example, a sports program may not be suitable for some participants, because of the skills required or the physical demands.

When conducting assessments on participants, you need to know what demands the sport, fitness or recreational sessions would have on the participants.

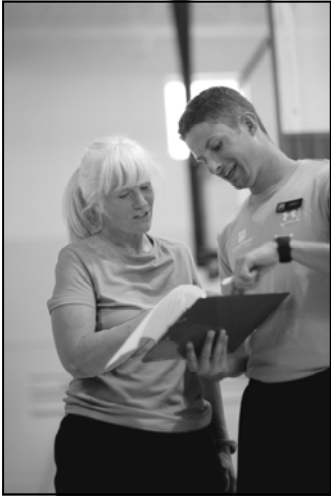
The demands would not only include physical demands, but also:

- ☆ **Emotional and psychological**—the feelings whether good and bad, as well as the state of mind the participant will experience when participating in some sessions
- ☆ **Group**—some participants have problems or issues when participating in activities as part of a group
- ☆ **Individuals within groups**—there may be problems or issues that some participants have with certain types of people and these may be in the session's group of participants

Participants with problems or issues with group centred activities or participating with certain types of individuals in a group program, will often make their own decision as to why they should or could not participate in the program. However, if it is clear that they have not made that decision on their own, it would be important to advise them that it would not be in the best interest of them and the others in the program if they decided to participate.

It is very important that you have valid reasons why and you clearly explain those to the participant. Also if possible, you may be able to suggest other possible alternative activities that would still satisfy their needs as well as expectations.

All organisations and their staff in the sport, fitness and recreational industry have the responsibility to ensure clients or participants are provided products and/or services that are safe for them.



HEALTH ASSESSMENTS

Many reasons why a participant should not participate in certain programs are related to their health and fitness levels.

Pre-exercise health screening questionnaires are used to evaluate the health and general fitness of a participant. By using these questionnaires you will get a comprehensive history of your participant. Things that the health screening questionnaire looks at are potential barriers to participation, as well as general information on the participant's health and goals. The questionnaire will help you to find out if the participant has any pre-existing factors that would limit their participation in an exercise program. The information collected will either let you continue with the participant, or refer them to a health professional.

As you gain more experience in the sport, fitness and recreation industry you will become exposed to a wide variety of pre-exercise health screening questionnaire styles and from these you can form your own preferred questionnaire. Most pre-exercise screening questionnaires will cover the following:

- ☆ Background information on the participant
- ☆ Known diseases or illness
- ☆ Family history of disease or illness
- ☆ Signs and symptoms of disease or illness
- ☆ Intentions of undertaking the fitness program

As with everything else, make sure you have open communication with your participant about the reasons behind the pre-exercise health-screening process.

Once the participant has completed the questionnaire, it is time to review the information. It is at this point after reviewing the pre-exercise health screening information, you would discuss the results of the pre-exercise health screening information. This discussion should be open and frank and the information from pre-exercise health screening questionnaires may need to be referred to as to why the participant should not participate in a program.

Again, it is very important that you have valid reasons why, and you clearly explain those to the participant and if possible, you may be able to suggest other alternative activities that would still satisfy their needs and expectations.



SKILL AND EXPERIENCE DEMANDS

There are some sport, fitness or recreational programs that require a certain level of skill and experience not only to participate in them safely, but also to ensure that the participation in the sport, fitness or recreational program is enjoyable as well as meets their needs and expectations.

The pre-program interviews and assessments will often reveal that the participant should not participate in the program and they should be given the reasons why. As a sport, fitness or recreational program supervisor and/or organiser you have a responsibility to ensure all participants are involved in safe activities that are within their skill and experience levels.

Participants could be encouraged to seek personalised instruction in the type of activity they are interested in and this would build their skills and experience. You may have a contact list of skilled instructors or those with a high level of skill that could help them.

**Learning
Activity**

Task

LEARNING ACTIVITY FOUR

Below are six types of activities in a sport or fitness program. Next to each, tell us why you think a person could be advised not to participate in a program that includes those activities as well as the reasons why.

Boxing**Long distance running****Rugby**

SAMPLE SAMPLE

Bicycle racing**Basketball****Body building*****TEACHER / TRAINER GUIDANCE NOTES***

The answers will vary. However, the common theme between all the answers should be the physical demands each sport or fitness program may have on a person, skills that are required and an acceptable level and safe health condition.

The main purpose of this activity is to have the student or trainee do some thinking about various sports or fitness programs and the activities associated with that sport or program as well as what a person could expect if participating in those activities.

**Learning
Activity**

Question

LEARNING ACTIVITY FIVE

What five areas of information do most pre-exercise screening questionnaires cover?

TEACHER / TRAINER GUIDANCE NOTES

Most pre-exercise screening questionnaires will cover the following:

- 1) Background information on the participant
- 2) Known diseases or illness
- 3) Family history of disease or illness
- 4) Signs and symptoms of disease or illness
- 5) Intentions of undertaking the fitness program



CONDUCT A RISK ANALYSIS FOR PROGRAM

After determining the needs, expectations and goals of the participant and have made a skills and health assessment, you may have decided in consultation with the participant that their participation in a program is acceptable.

Even so, it still is often a good practice if in doubt, to do a 'risk analysis' of the program the participant is seeking to participate in.

A common method used in the sport and fitness industry today is called 'risk stratification'.

'Risk stratification' is a fairly new term that has been adopted by the medical sector to describe a systematic process that identifies and predicts a patient's risk level relating to their health care needs, services and coordination.

In sport and fitness program planning 'risk stratification' is generally the same; a process using information gathered about a participant and prioritising their fitness plan in order to prevent risky or poor health outcomes as a result of doing certain exercises or physical activities.

Risk stratification also includes certain responsibilities of the participant and these responsibilities must be clearly communicated to the participant and you must ensure that the participant fully understands their responsibilities.

These responsibilities include:

- ☆ Providing accurate information relating to the health screen questionnaire
- ☆ Reporting of symptoms of illness or physical harm
- ☆ Exercise program adherence
- ☆ Following the guidance of any fitness instructor's supervision or the coaching staff of a sport

Of course if the fitness instructor or coach feels that the risks to the participant of any program is unacceptable, they must insist that the participant seeks advice and/or written clearance from a medical health professional before starting any sport or fitness program.

**Learning
Activity**

Question

LEARNING ACTIVITY SIX

Where was the method of 'Risk stratification' first developed?

TEACHER / TRAINER GUIDANCE NOTES

In the medical industry.

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

Risk stratification also includes certain responsibilities of the participant and these responsibilities must be clearly communicated to the participant and you must ensure that the participant fully understands their responsibilities. What were those four responsibilities?

TEACHER / TRAINER GUIDANCE NOTES

These responsibilities include:

- 1) Providing accurate information relating to the health screen questionnaire
- 2) Reporting of symptoms of illness or physical harm
- 3) Exercise program adherence
- 4) Following the guidance of any fitness instructor's supervision, or the coaching staff of a sport



ESTABLISH CRITERIA FOR REFERRAL FOR EXTERNAL ASSISTANCE AND RECOMMEND PARTICIPANTS SEEK EXTERNAL ASSISTANCE AS REQUIRED

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

As we briefly reviewed earlier, after completing a pre-exercise health screening questionnaire the participant would be 'risk assessed' using a commonly known process called 'Risk Stratification'.

It classifies participants into low, moderate and high risk based on their 'risk factor score'. A score of less than or equal to 1 is considered low risk; greater than or equal to 2 is considered moderate risk; and being symptomatic or having known cardiac, pulmonary or metabolic disease is considered high risk. For each class of risks, there are recommended actions.

Low-risk participants—the industry recognised risk stratification procedures recommend that these participants can carry on with any level of exercise without seeing a doctor. However, exercise testing is not completely out of place. This is because information gathered may be useful in prescribing a safe and effective exercise program.

Moderate-risk participants—These participants can partake in moderate-intensity exercise and submaximal exercise testing without medical examination as well as a doctor's supervision respectively. However, before they can partake in vigorous exercise, a medical clearance must be obtained. Maximal exercise testing should be done under doctor's supervision.

High-risk participants—These participants have known cardiac, pulmonary or metabolic disease; and may or may not be symptomatic. They cannot partake in any form of physical activity without medical clearance. Submaximal or maximal exercise testing should be done under doctor supervision.



RECOMMENDING EXTERNAL ASSISTANCE

Through the health screening questionnaire and risk analysis of the program you will still find some participants that have risk factors that might make a program inadvisable. In these cases, it is important to get a professional opinion. Your organisation may have a list of contacts that you can use in order to receive advice on what you should be offering. Another approach is by referring the participant to their own local health care professional.

A simple and brief letter can be written, remembering doctors are generally very busy so be concise and state only the facts that are relevant. As a guide the letter should outline the following:

- ☆ Which program (both sports or fitness) the participant is seeking to participate in
- ☆ What medical risk factors you have been notified of
- ☆ What the participant's goals are
- ☆ Request for feedback

The letter can then be sent to the health care professional, or handed to your participant to give to them directly. It should include a copy of the pre-exercise health screening questionnaire.

It is very important to remember that you are there to support your participant's goals and expectations for a fitter body and lifestyle, but not at the risk of injury or developing of health problems.

As a general rule, participants with one or more of the following conditions should not undertake a sport or exercise program until they have undergone a medical review.

They include:

- ☆ Any chronic heart problems
- ☆ Unacceptable high blood pressure
- ☆ Low blood pressure after reasonable physical activity
- ☆ Muscular disorders exacerbated by exercise
- ☆ Electrolyte abnormalities/imbalance
- ☆ Infectious disease

...to name just a few

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

Earlier we mentioned about participants considered within the 'specific population' group'.

As a review, what is a 'specific population' group and how does this relate to referral letters from health professionals?

TEACHER / TRAINER GUIDANCE NOTES

A 'specific population' group is a certain group within the population that are at greater risk of getting injured, or have serious health issues arise when doing some types of fitness programs or exercises.

The participants from 'specific population' groups often need clearance from their doctor to do any type of exercises within some fitness programs.

**Learning
Activity**

Question

LEARNING ACTIVITY NINE

As a general rule, participants with one or more of the six examples of conditions we reviewed in this Section should not undertake a sport or exercise program until they have undergone a medical review. What were those six examples?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Any chronic heart problems
- 2) Unacceptable high blood pressure
- 3) Low blood pressure after reasonable physical activity
- 4) Muscular disorders exacerbated by exercise
- 5) Electrolyte abnormalities/imbalance
- 6) Infectious disease



DOCUMENT AND UPDATE CONSULTATION RECORDS

As you question participants about their needs, preferences and goals you will be generating a reasonable amount of information about the participants. This information would include:

- ☆ Notes taken when determining participant's fitness needs and preferences
- ☆ Pre-exercise health screening questionnaires
- ☆ Referral letters from health professionals
- ☆ Documented sport or fitness programs
- ☆ Ongoing evaluation and consultation documents
- ☆ Notes on ongoing advice given to the participant

One type of document you would develop, is a participant profile and this would include any and all consultations you had with the participant. Each time you may have a consultation with a participant you would update this information.

This participant profile would start with the pre-exercise health assessment information and the initial sport or fitness program developed for the participant based on the needs, preferences and the pre-exercise health assessment information.

There are various ways of developing participant profile documents or files and most are dictated by the organisation you would be or are working in.

The participant profile needs to be kept up to date and used often to evaluate the participants progress in the sport or fitness program and re-evaluate the program they are participating in.

Any handwritten profiles need to be clear, understandable and legible. Other members of the organisation may need to work with the participant and will rely on the information you have kept.

Participants are protected by Australian Privacy laws. Much of the information held is of a sensitive nature, confidential and needs to be treated as such.

All documents relating to the participant need to be kept safe and secure. If the information is paper based then they should be locked away in lockable filing cabinets. If any information is stored on a computer, then this information should be accessed only with an authorised username and password.

**Learning
Activity**

Question

LEARNING ACTIVITY TEN

What are the six common types of information that you would be gathering for each participant?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Notes taken when determining participant's fitness needs and preferences
- 2) Pre-exercise health screening questionnaires
- 3) Referral letters from health professionals
- 4) Documented sport or fitness programs
- 5) Ongoing evaluation and consultation documents
- 6) Notes on ongoing advice given to the participant

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Section Two

Plan the Program

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PLAN AND CONDUCT PROGRAMS

SECTION TWO – PLAN THE PROGRAM

INTRODUCTION

The skill of planning is a skill that is essential in many types of jobs.

This is especially true when a person is planning a sport, fitness program or sessions.

As you will learn in this section, there can be numerous factors and elements to a program and related sessions and all need to be addressed as well as planned for.

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying and accessing sources of information required to plan a program of sessions
- ☆ Establishing size, scope and goals of program and included sessions
- ☆ Identifying staff, equipment and resources appropriate for the program
- ☆ Designing and documenting a program plan to meet identified participant needs and abilities
- ☆ Seeking agreement for program plan from staff, participants and organisations as required



IDENTIFY AND ACCESS SOURCES OF INFORMATION REQUIRED TO PLAN A PROGRAM OF SESSIONS

Before any person is able to conduct a non-instructional sport, fitness or recreational program it needs to be planned first .

There are many stages to planning and is a skill that needs to be developed. The first stage is to document the needs and expectations of the participants. In the previous section we learned how to obtain and clarify those needs and preferences, as well as assess the demands of the program on the participants.

This information will be the foundation of the program plan and the sessions to be included in the program.

Next is to identify and access relevant information that will be used to develop and plan a program as well as program sessions.

TYPES OF INFORMATION SOURCES

There are two types of information sources:

- 1) Primary
- 2) Secondary

Primary sources are those that are clearly providing you relevant, current, accurate and credible information. Depending on the session being planned, the sources could include:

- ☆ Supplier's information—equipment, transportation
- ☆ Medical sources
- ☆ Information provided by industry groups or associations
- ☆ Current and relevant websites
- ☆ Experienced coaches, trainers or teachers
- ☆ Experienced and skilled consultants

...to name a few.



Information Sources

Relevant
Credible
Current
Accurate

Secondary sources could include:

- ☆ Fellow staff members
- ☆ Friends and family
- ☆ Newspapers and articles
- ☆ Participants and those associated with participants

...again to name just a few.

Primary sources should be the sources that you would place the most effort in locating and using.

Primary sources should only be considered as such if they provide current information, the information is relevant to your needs as well as accurate and most importantly, is from a credible source.

For example, if the information is from a website you would first see when the website was last updated and then research the author or business in which the information is coming from. Old, out dated websites are very likely to provide you the same type of information.

Secondary sources should only be used to back up and support the information you have gathered from primary sources.

Secondary sources may be based on opinion, not relevant and not totally accurate. Newspaper articles are often biased and can be based of the interpretation of other sources of information.

So simply put, you should never use secondary sources of information on its own when developing and planning your sport, fitness or recreational programs and sessions.

**Learning
Activity**

Question

LEARNING ACTIVITY ONE

What are the four main criteria to consider when selecting information sources?

1 _____

2 _____

3 _____

4 _____

TEACHER / TRAINER GUIDANCE NOTES

- 1) Current
- 2) Relevant
- 3) Credible
- 4) Accurate

SAMPLE SAMPLE

**Learning
Activity**

Question

LEARNING ACTIVITY TWO

In many cases secondary information sources are based on what?

TEACHER / TRAINER GUIDANCE NOTES

Secondary sources may be based on opinion, not relevant and/or not totally accurate.

SAMPLE SAMPLE



ESTABLISH SIZE, SCOPE AND GOALS OF PROGRAM AND INCLUDED SESSIONS

In the sport, fitness and recreation sector there are an endless number of types and sizes of programs that could be developed.

In the sporting area the programs can be from junior/beginner programs to the professional elite level programs. Each program is developed or designed with not only the participants needs and expectations in mind, but also based on their current skill levels.



In the sporting area in particular, programs are designed to increase their skills in the sport and this often includes sessions that focus on building their physical and mental strength. Goals will also differ in sports related programs. Some participants are looking for a way of social interaction while building fitness, whereas another participant's goal may be to become a professional athlete.

In the fitness area, programs and session design would be wide ranging. In a fitness group session, the size and scope of the program can vary from a simple yoga class to a high intensity circuit training program. Some programs and sessions would be design specifically for a single participant, whereas a fitness program has been designed for a group of seniors and the sessions are scheduled on a regular basis.



The goals of a fitness program and sessions may be to provide general overall health and well being to the participants, whereas some are designed for specific outcomes such as in body building, long distance running or injury rehabilitation.

In recreational programs, sessions may be designed for a specific special interest club, such as the local bushwalking club or local school camp programs. The size and scope of recreational programs vary widely. This often is determined by the activities involved and the location of the sessions. It could be a simple gathering at the local park for a neighbourhood Tai Chi session, to a three day school camp with 60 student participants.

In most cases, recreational program goals are to provide general health and welfare improvement as well as in many cases social interaction, educational outcomes and some skill development.



STEPS IN ESTABLISHING SIZE, SCOPE AND GOALS OF A PROGRAM

On the previous page we learned that the size, scope and goals of programs can vary widely. However, in the planning stages of a sport, fitness or recreational program these factors need to be established.

Whether it is a sport related program or a fitness or recreational related program you would first determine who and how many participants there are to be participating in the program.

This will basically determine the size of your program.

In the previous section we learned of the importance of understanding the participant's needs, expectations and preferences.

This will be the foundation of establishing the goals of the program. Other goals of the program may also need to include:

- ☆ Those of the club, school or organisation
- ☆ Those of the parents or carers of the participants
- ☆ Those of the sponsors of the program (if any)
- ☆ In some cases, those of the community

Understanding the participant's needs, expectations and preferences will assist you in determining what type of and how many sessions would be required in order to satisfy the participant's needs and expectations. This too will determine the size of the program.

It will also determine the program's scope. Scoping a program would include looking at each session and what each session was intending on delivering as part of the overall program, based on the goals of the participants and others.

Scoping a program would also include the tasks, resources and costs of delivering the program as well as any timelines or deadlines.

On the next few pages we look closer the task of identifying the needed resources when planning a sport, fitness or recreational program and related sessions.

**Learning
Activity**

Research

LEARNING ACTIVITY THREE

In Australia there are several programs that focus on the younger sports minded participants. They have been established by the peak sporting body.

Next to each sport, tell us the name of the program for young participants.

Cricket _____

Tennis _____

AFL _____

NRL _____

TEACHER / TRAINER GUIDANCE NOTES

Cricket—Milo In2 Cricket

Tennis—ANZ Hot Shot League

AFL—Auskick

NRL—PlayNRL Community Programs

**Learning
Activity**

Question

LEARNING ACTIVITY FOUR

What is the meaning of the term 'scope'?

TEACHER / TRAINER GUIDANCE NOTES

The basic definition is 'the extent of the number of things that deals with or to which it is relevant to a project or process'.

SAMPLE SAMPLE

**Learning
Activity**

Research

LEARNING ACTIVITY FIVE

There is a recreational program that is focused on strictly endurance and fitness that anyone is entitled to participate in. It is called 'Tough Mudder'. Do some research and describe what Tough Mudder is.

TEACHER / TRAINER GUIDANCE NOTES

It involves 16-20 kilometers of mud and obstacles built to test your mental grit, camaraderie and all-around physical fitness.

SAMPLE SAMPLE



IDENTIFY STAFF, EQUIPMENT AND RESOURCES APPROPRIATE FOR THE PROGRAM

So at this point you would have located the information and established the size, scope and goals of the programs and sessions that you need to start your program and session planning project.

The next stage would be to identify what support staff would be required for the program and related sessions. Support staff could be needed to assist in the early planning stages, as well as helping during the program and session(s).

Support staff could include:

- ☆ Coaches
- ☆ Trainers
- ☆ Teachers
- ☆ Parents
- ☆ Colleagues
- ☆ Guides
- ☆ Medical support (such as first aid)

In the final stages of the planning process you would need to have the support staff review and agree to the program and session plans; so it is recommended that earlier in the planning stages you request their input as much as possible.

This is important because you will need to be aware of:

- ☆ Their availability
- ☆ Their skills and capabilities
- ☆ Their preferences as to what support they wish to provide

Depending on the type of program and sessions, support staff may be needed to:

- ☆ Gather required equipment and supplies
- ☆ Set up and pack up a session location or venue
- ☆ Keep scores and/or records
- ☆ Help manage the group
- ☆ Help coach the group participants



EQUIPMENT

In most types of sport, fitness or recreational sessions, there will be the need of equipment. In the early planning stages, the type of equipment required would need to be identified and sourced.

When it comes to sport, fitness or recreational equipment there could be many factors to consider in the planning stages. These factors could include:

- ☆ Is the equipment owned by the club or school?
- ☆ If so, what is the condition of the equipment?
- ☆ Are there repairs or replacements required?
- ☆ Does the equipment need to be rented and if so, who rents the equipment?
- ☆ If required how transportable is the equipment?
- ☆ Does the equipment need to be assembled at the session location?
- ☆ Are the participants required to provide some or all the equipment needed?
- ☆ If so, is it required to ensure the participant's own equipment is in good condition and how is this checked?



Equipment needs could be as simple as walking sticks for bushwalking, to a wide range of equipment types for a club athletics event or a group camping excursion.

SAMPLE SAMPLE



VENUES

In most types of sport, fitness or recreational sessions, there would need to be a location where the session would take place.

When it comes to sport, fitness or recreational venues there could be many factors to consider in the planning stages. These factors could include:

- ☆ Is the venue or location at the club or school?
- ☆ If so, will it be available for the session(s) when planned?
- ☆ Will a venue need to be rented and if so, where and at what cost?
- ☆ Is the location required an outdoor location?
- ☆ If so, what is required by the school or club in order to use this outdoor location?
- ☆ Is the venue or outdoor location convenient to get to for participants and support staff?

Venues such as gyms, community centres and other indoor facilities often require bookings well in advance as well as a booking deposit. This would need to be considered when making the session plans.

If the location is outdoors such as parks, reserves, camp grounds or sporting fields, these too may need to be booked. Many parks or reserves are managed by the parks department of the city or town council and some require permit applications. The time needed to secure the permits as well as any associated costs would need to be included in the session plans.

Some parks and camp grounds may have entrance fees and this also must be researched and included in the plans.





OTHER RESOURCES

On the previous pages we reviewed the two most important resources required and that was support staff and equipment. However when it comes to sport, fitness or recreational sessions, they will be numerous other types of resources needed.

Some of these other resources may seemingly unimportant but if not identified and addressed they could cause the disruption to the session, not meet the needs and expectations and preferences of the participants and worse, the cancellation of the session altogether.

The most important resource would be the financial resources. There would no doubt be costs associated with most to sport, fitness or recreational sessions.

These could include:

- ☆ Rental fees
- ☆ Venues and entry fees
- ☆ Permits
- ☆ Travel costs
- ☆ Sundry or incidental costs (petty cash)
- ☆ Paid help



Some of these costs could be contributed by participants, parents, donations and/or sponsors. The financial resources required would need to be part of the planning process. This is especially if there is time required to create a budget and then source and/or collect the finances.

Some examples of other resources:

- ☆ Travel services
- ☆ Catering needs
- ☆ Medical supplies such as first aid supplies
- ☆ Trailers, roof racks and other transporting requirements



**Learning
Activity**

Question

LEARNING ACTIVITY SIX

One of the types of resources we learned about are the support staff that may be required for a sport, fitness and recreational programs. What six examples of support staff did we give?

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

TEACHER / TRAINER GUIDANCE NOTES

- 1) Coaches
- 2) Trainers
- 3) Teachers
- 4) Parents
- 5) Colleagues
- 6) Medical support (such as first aid)

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

Type of resource we learned about is the equipment that may be needed for a sport, fitness and recreational program. What eight factors (or questions) did we give relating to equipment?

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

- 1) Is the equipment owned by the club or school?
- 2) If so, what is the condition of the equipment?
- 3) Are there repairs or replacements required?
- 4) Does the equipment need to be rented and if so, who rents the equipment?
- 5) If required how transportable is the equipment?
- 6) Does the equipment need to be assembled at the session location?
- 7) Are the participants required to provide some or all the equipment needed?
- 8) If so, is it required to ensure the participant's own equipment is in good condition and how is this checked?

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

One of types of resources we learned about were the financial resources that may be needed for a sport, fitness and recreational program. What areas did we use as examples where financial resources would be needed?

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

TEACHER / TRAINER GUIDANCE NOTES

- 1) Rental fees
- 2) Venues and entry fees
- 3) Permits
- 4) Travel costs
- 5) Sundry or incidental costs (petty cash)
- 6) Paid help



DESIGN AND DOCUMENT A PROGRAM PLAN TO MEET IDENTIFIED PARTICIPANT NEEDS AND ABILITIES

Again a quick update at where we would be at this stage. You would have clearly understood the needs, preferences and expectations of the participants. This would have included assessing their ability to participate in the chosen sport, fitness or recreational program and related sessions.

Then you would have located, accessed and analysed relevant information you may have needed to organise the chosen sport, fitness or recreational program. Following that you would have identified all the resources that would be required in order to organise the chosen sport, fitness or recreational program.

You would now be ready to design and document the program plan that would include the sessions.

When you start documenting the session plan, remember who your audience will be.

Generally the persons reading the plan will include:

- ☆ The participant (including parents and carers)
- ☆ School and/or club management
- ☆ Support staff
- ☆ Health professionals

Although the content is very important, it needs to be concise, easy to read and understand as well as legible if hand written.



COMPONENTS OF THE PROGRAM PLAN

With any sport, fitness or recreational program, the program plan will have common components. These would include:

- ☆ Description of the program
- ☆ Descriptions of the related sessions
- ☆ The time and place of the session
- ☆ Costs (if any of the program and/or sessions)
- ☆ What is required of each participant

The program and type of session would then require additional information placed in the plans. Examples of session types could be:

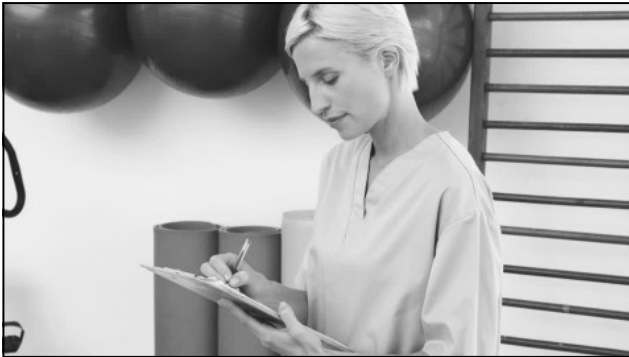
- ☆ Specific tasks, games, activities or exercises (inline with the participant's needs and abilities)
- ☆ Sequenced exercise or fitness program
- ☆ Activities of up to a day's duration or longer
- ☆ Any relevant schedules or timetables

The program plan would clearly reinforce the aims of each of the sessions. This would be inline with the needs, expectations and preferences of the participants.

The program plan would then need to be expanded and possibly include:

- ☆ Details of the support staff
- ☆ What equipment will be supplied and what equipment (including clothing./uniforms) required by the participant
- ☆ Transportation to and from sessions
- ☆ Accommodation (if required)

It is important to remember what resources are available to you as you design and document the plan. The most important factor being the budget.



DOCUMENTING THE SESSION PLAN

How the session plan would be documented should also be considered.

First there is the need to determine how the session plan would be communicated. Based on the methods used to communicate the plan, the ways of documenting the session plan could include:

- ☆ ***Documenting so that it can be emailed***—as an email body message, Word document or a PDF attachment
- ☆ ***Printed versions from a Word document or PDF file***—mailed, faxed or as a handout at a club or school meeting
- ☆ ***Website page***—on the club's or school's website

Once the components of the session plan are clear and how you intend on communicating the plan, then the session plan can be designed and documented.

**Learning
Activity**

Question

LEARNING ACTIVITY NINE

With any sport, fitness or recreational program, the program plan will have common components. What were the five common program components we reviewed in this Section?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Description of the program
- 2) Descriptions of the related sessions
- 3) The time and place of the session
- 4) Costs (if any of the program and/or sessions)
- 5) What is required of each participant

.

**Learning
Activity**

Task

LEARNING ACTIVITY TEN

Here is a scenario. You are designing a program plan for company who wants to send their senior managers on a fitness camp focused on outdoor type activities. The sessions will include activities such as rowing, abseiling, bushwalking and an endurance course. Tell us what your program plan would need to include.

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

This is to test the student's or trainee's ability to think through the various activities and determine the resources needed such as equipment, support staff, travel and accommodation arrangements and outline these in a program plan including a description of each session, the activities as well as the schedule for each session.

SAMPLE SAMPLE



Program and Sessions Plan Agreement and Approvals

SEEK AGREEMENT FOR PROGRAM PLAN FROM STAFF, PARTICIPANTS AND ORGANISATIONS AS REQUIRED

Once the sport, fitness or recreational program plan has been completed it will likely need to be approved.

If there are costs and budgets involved then it would generally need the approval of the organisation, club or school. Clubs, organisations and schools are also conscious of their legal obligations relating to participant safety, so they would want to be confident that the safety considerations have been addressed in your program plan.

If there are other staff involved in the delivery of the session activities including those in a supervisory role, you would need to get their agreement. The program plan would need to be clearly outlining who was doing what and when, which would need to be agreed to and confirmed by those involved.

In some cases even the participants would need to agree with the program plans, especially if it has been design specifically for a group of participants and possibly had a role in developing the sessions and activities.

Seeking agreement and approvals for the program plans will ensure:

- ☆ The plan has met the needs, expectations and preferences of the participants
- ☆ The budgets are approved
- ☆ Support staff are in agreement with their roles in the delivery of the session activities

**Learning
Activity**

Task

LEARNING ACTIVITY ELEVEN

Below are specific groups that you may need to approach and get approval/agreement from for your program plan. Under each tell us why you would need to seek their approval/agreement for the program plan.

Club management or committees or school senior staff**Support staff****Participants**

SAMPLE SAMPLE

TEACHER / TRAINER GUIDANCE NOTES

Club management or committees or school senior staff—These groups would likely need to ensure that the sessions and activities meet the safety obligations of the club/school and fit into the agreed budgets.

Support staff—They need to agree with their involvement and what they are expected to do and when.

Participants—That their needs, expectations and preferences have been met.

Section Three

Prepare for the Program

SAMPLE SAMPLE

*This is not a complete document.
SAMPLE ONLY*

PLAN AND CONDUCT PROGRAMS

SECTION THREE – PREPARE FOR THE PROGRAM

INTRODUCTION

Let's do a quick review up to this point.

We have learned the importance and how to clarify participant's needs, expectations and preferences relating to sport, fitness and/or recreational programs and session activities. We also learned the need to assess each participant as to their ability and condition to participate in a program.

We next learned the types of information sources that should be considered when starting to plan the sport, fitness and/or recreational program, the various components of a session plan and who needs to review, approve and/or agree to the plan.

In this section we will now learn the steps in taking the program plan to start preparing for the program and related session(s).

SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Obtaining budget allocation from responsible person(s)
- ☆ Confirming adherence to budget constraints
- ☆ Identifying and confirming availability of appropriate resources and personnel
- ☆ Preparing documentation and templates for conducting, reporting and evaluating sessions
- ☆ Organising purchase or hire of equipment with responsible person, as required
- ☆ Organising completion of enrolment and documentation processes by participants



OBTAIN BUDGET ALLOCATION FROM RESPONSIBLE PERSON(S)

AND

CONFIRM ADHERENCE TO BUDGET CONSTRAINTS

(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)

We learned in the earlier section that one of the more important resources are the financial resources and this relates to the funding of the sport, fitness or recreational programs.

During the planning process, you would have determined how much the costs were for each component of the sport, fitness or recreational program and related sessions.

You would have then documented this in your plans and sought approval from the most appropriate person in the organisation for the funding of the costs.

The person responsible in the organisation would then have set a budget based on your cost submissions and allocated the funds to the budget.

These responsible people in the organisation would be:

- ☆ Treasurer in a sports club or special interest club
- ☆ Finance manager in a larger recreational organisation
- ☆ Accounts personnel (bursar) in a school

At the preparation stage of the sport, fitness or recreational program and sessions, you may need to start spending money on various components of the program, so you would need to ensure that the funding allocation was in place as well as accessible.



SAMPLE

To access the funds you may be provided with a club or school credit/debit card, or even cash.

Many schools, clubs and other types of organisations would have trading accounts with some suppliers such as equipment suppliers, rental companies, transport services, catering and so on. This means that you can obtain the necessary products and services from the supplier and the supplier would invoice the school, club or organisation. Then the school, club or organisation would generally have thirty days to pay the invoice.

The supplier often requires an approved and signed 'Purchase Order' from the school, club or organisation before providing any products or services on a thirty day trading account. A Purchase Order (also known as a PO) tells the supplier that the school, club or organisation has approved you to make the purchase and is agreeing to pay in thirty days.

The purchasing policies and procedures of schools, clubs or organisations differ, so it is important that you take the time to learn, understand and follow the purchasing policies and procedures where you work.

There may be times where you may have spent your own cash and need to request a reimbursement. The common procedure for seeking reimbursement is to fill in a reimbursement (expense) form, attach the receipt to the form and hand it into the responsible person who is managing the finances where you work.



STAYING ON BUDGET

When you documented the costs in the program planning document, the costs would have most likely been broken into specific costs areas such as equipment, catering, travel arrangements, venues and so on.

The person approving the budget would be approving the total amount you documented and not each individual cost area or component.

It would be your responsibility to ensure that the spending in each program area or component was within budget.

It is common to have a budget document broken down into specific areas that you would refer to when spending the allocated funds for your program.

For example, if the budget for the program equipment is \$500, you would need to ensure no more than that was spent on equipment. However, for some reason the equipment was costing \$550, then you would either need to find the extra \$50 from another program cost area, or seek more funds.

This means that if the travel costs were \$700 but the actual amount spent was only \$650, then the extra \$50 could be reallocated to the equipment budget area and the total budget is still not being overspent.

Many schools and small clubs appreciate it when you are able to come in under budget with your spending. This means that the extra money saved can be used in other programs or other areas of the school or club.

Coming under budget can be achieved by:

- ☆ Negotiating lower prices
- ☆ Have products or services donated at no cost
- ☆ Having a sponsor pick up some of the costs

Although coming under budget is desirable, it should not be at the expense of lower quality products or services that will affect the needs, expectations, safety and preferences of the program participants.

**Learning
Activity**

Task

LEARNING ACTIVITY ONE

In this activity we want you to pick a sport, fitness or recreational program that you have hypothetically designed and planned.

It should have a minimum of three sessions, each session on a different day and the participants are doing something different in each session.

The program and each session will require equipment, refreshments, renting a venue (indoor or outdoor) and some local travel arrangements, such as a bus.

Then we want you to develop a budget document starting with a brief description of the program and each session.

Then break down each part/component of the program and assign each with a cost. Having assumed it has been approved, you would then be using this document as you start paying for each part of the program.

This document can be developed using Word and tables, or as a spreadsheet document.

Once completed, present your budget document to your teacher or trainer for review and discussion.

TEACHER / TRAINER GUIDANCE NOTES

This activity will need the student or trainee first think about a program that could have three separate sessions on three consecutive days. Then it will have the student or trainee think about components of the program and how much each would cost. The costs should look somewhat realistic, so they should be encouraged to do some basic research on some of the costing areas.

The document layout should be easy to read and would need to have a column to show what was spent, so as to keep tabs on the spending and ensure the spending is within budget.



IDENTIFY AND CONFIRM AVAILABILITY OF APPROPRIATE RESOURCES AND PERSONNEL

You will at this point have a detailed program plan and funding and are now at the stage of preparing for the program and the related sessions.

The first two most pressing resources that need to be in place are the venue and any required equipment.

During the planning stages you would have needed to contact the venue (whether it be indoors or outdoors) and confirm from the venue owners or managers whether the venue was available for the planned program and session(s).



At this preparation stage, you would now need to organise the venue for the program. There may be the need to have the venue setup in advance of the program and sessions. For example, for indoor programs, there may be a need to remove furniture, fixtures or fittings so that the program and sessions you have planned can be held there.

For outdoor programs, there may be the need to have lines applied to the grounds or the grass surface mowed prior to the program's session(s).



For indoor venues, access to the venue would need to be organised, including access to any of the venues amenities and for outdoor venues there may be the need to finalise permits or access to park gates, parking areas, toilets and so on.

If the venue is providing the equipment, then the equipment required and its availability needs to be confirmed. If the club or school is providing the equipment, then its location and availability also needs to be confirmed.

If the location is being rented it is good to remember that the venue owner and/or manager will likely require evidence of public liability insurance.

If the participants are supplying some or all of their own equipment, they should be reminded of what equipment they are required to bring in order to avoid participants showing up to the program's session without essential equipment. This could include suitable clothing, footwear, safety gear and/or uniforms (if the participants have been issued uniforms earlier).



STAFF/PERSONNEL

Another very important resource is support staff.

This would include:

- ☆ Coaches
- ☆ Scorers or record keepers
- ☆ Medical support, such as first aid
- ☆ Teachers
- ☆ Participant parents or carers

Depending on the type of program and the sessions being delivered, the age group and skill levels of the participants, there will often be the need to have support staff in a supervisory role. The supervisory role generally includes:

- ☆ Ensuring the participants are kept safe (especially the young and the elderly participants)
- ☆ Ensuring they are following the directions of those delivering the session
- ☆ Assisting when needed with travel arrangements
- ☆ Assisting with the other resources such as equipment, catering and other supplies

The level of supervision needed would be based on the number of participants. If the session has 30 young children as participants, the level of supervision would need to be higher than if there were ten young adults participating in an exercising program session in the local park.

Also, those undertaking the supervisory roles may need certain skills such as first aid, game rules and possibly experience in delivering parts of the program. Certain activities need specialised supervision; for example abseiling would need to be supervised by a person experienced in the sport as well as in the safety aspects of the sport.

Consulting with the club management/committee or the school teachers would provide you with information as to what is the most acceptable level of supervision required for the planned sport, fitness or recreational programs.

The type of supervision and who is involved in those supervisory roles would need to be clearly outlined in the program plan.



ORGANISE AND BRIEF SUPPORT PERSONNEL

Prior to the sport, fitness or recreation program, it is important to organise all the support personnel (staff) and go through the details of the program and each session as well as what role each support person has.

Each support member would need to understand the reporting structure; in other words where they would receive their instructions from and also who they would need to consult with if any issues or problems would arise.

The time and place where this 'briefing' would take place would depend on the type and size of the sport, fitness or recreational program.

For simple sessions with a small number of participants, the briefing could happen a few minutes before the session starts.

In large sport, fitness or recreational programs, staff briefings may take place days, or even weeks prior to the program sessions as well as on the day.

A well briefed group of support personnel will ensure an efficiently run program and most important, ensure that the needs, expectations and preferences of the participants are met.

**Learning
Activity**

Research

LEARNING ACTIVITY TWO

Virtually all municipalities in Australia manage their own parks and reserves and have their requirements in booking a park/reserve for a sporting or recreational program or event. In this activity you are required to locate information about how to book a park/reserve for a sporting or recreational program in your own area. Tell us the name of the council, their website and their requirements below.

Council Name _____ **Website address** _____
Requirements

TEACHER / TRAINER GUIDANCE NOTES

This activity is to show what is involved in booking an outdoor location for a sporting or recreational event.

In some locations it may be quite simple and others such as larger city locations, it is a far more lengthy process.

**Learning
Activity**

Task

LEARNING ACTIVITY THREE

In this activity we want you to chose a specific type of sport, fitness or recreational program that would be held in an outdoor location.

In the area below give us a brief description of the program and then tell us what would be required in order to prepare the outdoor location for the program sessions.

TEACHER / TRAINER GUIDANCE NOTES

There will not be one type of outdoor program that would not require some type of location preparation.

In some cases it could be as simple as putting up signs giving directions for the participants, to intense preparation, such as mowing the grass and laying down lines.

It is suggested that the student or trainee is encouraged to think hard at what would be needed as far as preparation to ensure the program went efficiently and as planned.

**Learning
Activity**

Research

LEARNING ACTIVITY FOUR

In this Section we mentioned 'Public Liability Insurance'. In this activity we want you to do some research and tell us what 'Public Liability Insurance' is?

TEACHER / TRAINER GUIDANCE NOTES

Public Liability Insurance is the club's, school's or organisation's protection if they are found to be legally responsible for personal injury to a third party (such as participant's or spectators) or damage to another person's property, such as a venue or outdoor property.



PREPARE DOCUMENTATION AND TEMPLATES FOR CONDUCTING, REPORTING AND EVALUATING SESSIONS

Another (often forgotten) consideration is the necessary documentation that is associated with the sport, fitness or recreational program.

Up to this point we looked closely at the planning documentation . However there is a wide variety of other documentation required at the program preparation stage, while the program and sessions are being conducted and at the end of each program. Of course the types of documentation will depend on the sport, fitness or recreational program.

Some examples of documentation required at the preparation stages could include:

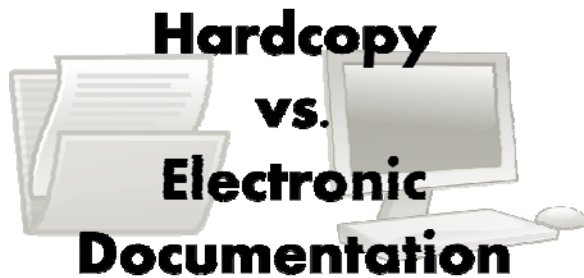
- ☆ Staff/supporting personal briefing papers
- ☆ Program schedules or timetables
- ☆ Session location details such as maps, parking details and contact details
- ☆ Travel documentation
- ☆ Evidence of insurances

Some examples of documentation required while the program is being conducted could include:

- ☆ Participant registration papers/forms
- ☆ Amenities maps/location details
- ☆ Forms to track issued equipment
- ☆ Score sheets
- ☆ Catering menus and pricelists
- ☆ Session details and instructions
- ☆ Points of interest (camping trips)
- ☆ Observation forms (some activities are recorded by third party observers)

Some examples of documentation required after the program is completed could include:

- ☆ Equipment return forms
- ☆ Forms used to send in sports program results to key sports governing bodies
- ☆ Records for the school, club or association files
- ☆ Feedback forms for the participants and staff
- ☆ Information on follow up programs to hand out



DEVELOPING AND DISTRIBUTING PROGRAM AND SESSION DOCUMENTATION

Program and session documentation can be developed to be in two forms:

- ☆ Paper based (hardcopy)
- ☆ Electronic form

Today most sporting and fitness clubs/facilities, schools and other recreational based organisations will have websites. The website is often used as a communication tool and for sport, fitness and recreational program and session information.

Participants are either directed to a specific page where general information is provided and/or a 'sign in' page for specific information that pertains to them personally. Another popular form of electronic communication is email. The information can be provided in the email body, or as a Word document or PDF attachment to the email.

Hard copy information is generally used 'on the day' such as handouts. It could be timetables or schedules, session details and so on.

In many sports focussed sessions there may be the need to keep scores or participant's results of various activities. Forms are used to record those scores/results on the day and then in some cases sent to a sporting body.

In today's digital age, many sports and fitness clubs use digital devices such as 'tablets' in order to record scores and/or session results. This digital information can be the uploaded to the club's website and sent electronically to any sporting body.

Many of the documents and forms format, either electronic as well as hardcopy are types that are used repeatedly, so the initial development of the documentation or forms are often in a template format and used as when required.

This avoids the need to develop and then re-develop documentation over and over again for each program and session.

**Learning
Activity**

Task

LEARNING ACTIVITY FIVE

In Activity One we wanted you to pick a sport, fitness or recreational program that you may have hypothetically designed and planned.

Using this same hypothetical program, tell us all the documentation you would need to have prepared in the various stages of the program.

Documentation in the Program Preparation Stage***Documentation When the Program is Being Conducted***

SAMPLE SAMPLE

Documentation Needed at the End of the Program***TEACHER / TRAINER GUIDANCE NOTES***

The answers will vary, depending of the program they chose.

This activity will require the student or trainee to first think about a program that has three separate sessions on three consecutive days. Then it will have student or trainee think about components of the program and what documentation each would need when preparing, conducting and completing the program.

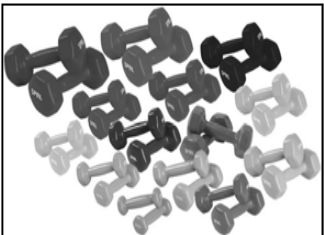
You as the teacher or trainer will need to determine if the student or trainee has made a serious effort in identifying all possible documentation.



ORGANISE PURCHASE OR HIRE OF EQUIPMENT WITH RESPONSIBLE PERSON, AS REQUIRED

Over numerous pages in these materials we have spoken about the equipment required for a sport, fitness or recreational program.

As you now would be at the preparation stage of the program, you would need to organise the equipment.



In the planning stages you would have spent the time identifying the required equipment and this would have been in conjunction with support staff. In the planning stages you would have also determined how this equipment was to be acquired for the program, which would have included:

- ☆ Accessing the organisation's, club's or school's own equipment
- ☆ Renting the necessary equipment
- ☆ Outright purchasing of the equipment
- ☆ Participants providing their own equipment



If the equipment was to be rented or purchased, then you would want to rent or purchase the equipment in conjunction with someone in the school, club or organisation (always keeping the budget in mind).

The person who would assist you would be able to pick out the exact equipment required for the program and these could include:

- ☆ Coaches
- ☆ Instructors
- ☆ Trainers
- ☆ Guides (such as wilderness, fishing or bushwalking clubs)



You may pass on this renting or purchasing task to those responsible persons such as those abovementioned, who have a better idea on the equipment needs and also a clear picture of the allocated equipment budget.

Other responsible persons could also be parents or carers of the participants who are asked to rent or purchase equipment for the participant in advance of the program commencement.

**Learning
Activity**

Question

LEARNING ACTIVITY SIX

In this Section we mentioned five responsible persons who could be involved in the rental or purchasing of sport, fitness or recreational program equipment. Who were those examples of five responsible persons?

1 _____

2 _____

3 _____

4 _____

5 _____

TEACHER / TRAINER GUIDANCE NOTES

- 1) Coaches
- 2) Instructors
- 3) Trainers
- 4) Guides
- 5) Parents/carers



ORGANISE COMPLETION OF ENROLMENT AND DOCUMENTATION PROCESSES BY PARTICIPANTS

Depending on the type of sport, fitness or recreational program, there is usually a registration or enrolment process.

The methods of registering or enrolling participants can vary and so would the timeline by when the process would need to be completed by.

Methods of participant registration or enrolment can include:

- ☆ Filling in forms and handing them to the coach or instructor
- ☆ Filling in forms and mailing them to the school, club or organisation
- ☆ Telephone registration or enrolment
- ☆ Online registration or enrolment

Registration or enrolment of participants may require the participants to provide not only contact details, but also in some cases:

- ☆ Payment (fees, rentals, travel and so on)
- ☆ Medical clearance letters
- ☆ Parent carer consent forms
- ☆ Evidence of skills such as training certificates and so on
- ☆ Reference letters from other clubs, coaches, trainers and so on
- ☆ Other documents such as driver's licences, passports and other types of identification documentation

Some simple sport or fitness programs may have a simple desk set up at the venue (either indoor or outdoor) and a staff member performs the registration or enrolment tasks on the day just prior to the sessions.

Whereas programs that have numerous participants and/or several sessions and/or offers catering and/or requires travel arrangements may need to be done and completed weeks and in some cases months prior to the program commencement, so that the required resources can be organised to meet the program and the participant's needs.

**Learning
Activity**

Question

LEARNING ACTIVITY SEVEN

Why do you think that some larger sport, fitness or recreational programs would need to have the participant's register or enroll into the program well in advance of the program commencing?

TEACHER / TRAINER GUIDANCE NOTES

Many larger sport, fitness or recreational programs may require a variety of types of resources and these would be sourced based on the number of registered or enrolled participants in the program.

This could include resources such as:

- ☆ Size and location of the venue (both indoor and outdoor)
- ☆ Number of support staff needed
- ☆ Travel arrangements
- ☆ Catering
- ☆ Equipment

**Learning
Activity**

Question

LEARNING ACTIVITY EIGHT

What six possible types of documentation may be required in some cases from the participants when they register or enroll in a sport, fitness or recreational program?

TEACHER / TRAINER GUIDANCE NOTES

- 1) Payment (fees, rentals, travel and so on)
- 2) Medical clearance letters
- 3) Parent carer consent forms
- 4) Evidence of skills, such as training certificates and so on
- 5) Reference letters from other clubs, coaches, trainers and so on
- 6) Other documents such as driver's licences, passports and other types of identification documentation

Section Four

Conduct the Program

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Section Five

Conclude and Evaluate the Program

SAMPLE SAMPLE

SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Do you remember the steps to take in order to use questioning skills to clarify details of a participants preferences, needs, or special requirements before starting a sport, fitness or recreational program for them?
- ☆ Can you recall the areas that would be covered in a participants pre-exercise health screening questionnaire?
- ☆ Are you able to explain what the term 'Risk Stratification' refers to, as well as what responsibilities this involves of a participant?
- ☆ Do you know what facts should be included in a letter to a health professional requiring external advise regarding a participant with questionable risk factors?
- ☆ Can you describe what would be involved in documenting and updating consultation records?
- ☆ Are you able to understand what the two types of information sources are, as well as the reasons why it is suggested to base your information on the 'primary sources' in order to ensure accuracy?
- ☆ Do you remember the various factors involved in the size, scope and goals of a program and session that need to be established when planning a sport, fitness or recreational program or session?
- ☆ Can you recall the considerations to take into account when identifying the staff equipment and resources required in order to proceed with a program and session planning project?
- ☆ Are you able to explain the resources that would be required in order to design and document a program plan, as well as the various ways a session plan can be documented?
- ☆ Do you know the persons that will likely need to agree or approve of a program plan, as well as the reasons why they would need to do this?
- ☆ Can you describe how the allocated funds for a sport, fitness or recreational program may be accessed, as well as some suggestions to adopt in order to remain within an allocated budget?
- ☆ Are you able to understand what role in a program or session a supervisor would be involved in, as well as what they would need to be 'briefed' about prior to a session?

- ☆ Do you remember the types of documentation that may be required to be prepared in the following stages of a program;
 - A) Preparation stages of a program?
 - B) While the program is being conducted?
 - C) After the program is completed?
- ☆ Can you recall the various ways sporting equipment can be acquired for use in a program?
- ☆ Are you able to explain what details other than contact details a participant may need to provide when registering or enrolling in a sport, fitness or recreational program?
- ☆ Do you know what would be required in order to ensure you communicate instructions, as well as other information to participants effectively?
- ☆ Can you describe the types of modifications to a participants program in order for them to progress appropriately through their programs as well as satisfy their own goals?
- ☆ Are you able to understand why it is in the participants best interest to monitor their program participation to watch for any health and safety issues, as well as adopt appropriate injury prevention strategies if required?
- ☆ Do you remember the best methods to use when seeking feedback from participants regarding their progress during their program?
- ☆ Are you able to explain the activities and tasks that may be need to happen during the stage of finalising a programs completion?
- ☆ Do you know why it is important to make a careful analysis of each program component in order to look for improvements or modifications than could be made?
- ☆ Can you describe in more detail how the following areas of your own performance should be reviewed:
 - A) Your relationship with the participant?
 - B) Your communication skills?
 - C) Ability to respond to feedback?
 - D) Supportive and responsive nature?
 - E) Technical Skills?
 - F) Personal Development?
- ☆ Are you able to understand the confidential nature and obligations of documenting and updating records of a participants program and evaluations?

If there were any questions that you were unable to confidently respond YES to, we encourage you to review the information again in this manual, and if required, seek the assistance of your teacher or trainer.

NOTES

SAMPLE SAMPLE