



CHAPTER ONE

PARTICIPANT NEEDS, PREFERENCES & EXPECTATIONS.



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Welcome to Active Participation Program.

This module covers the learning and assessment requirements for SISXCAI006 Facilitate groups and SISXCAI004 Plan and conduct programs which forms part of the SIS30115 Certificate III in Sport and Recreation.

The aim of this module is:

Learn how to

- plan and conduct a range of non-instructional programs in a variety of contexts for diverse needs and situations
- establish and facilitate the effective functioning of a group of people participating in an activity.

. This module will cover a range of topics, including:

- Identify participant needs and expectations
- Plan for group establishment & develop group commitment and cooperation
- Plan and prepare the program
- Conduct the program and facilitate group processes and performance
- Conclude and evaluate program

All learning and assessment content is available in the VET Lab for Schools Online Learning System.

You can access the VET Lab for Schools Online Learning System at www.vetlabforschools.com.au

Active Participation Program has the following chapters

- Chapter ONE: Participant needs, preferences and expectations
- Chapter TWO: Plan for group establishment
- Chapter THREE: Plan and prepare the program
- Chapter FOUR: Conduct the program
- Chapter FIVE: Conclude and Evaluate the program

This document has been created so you can download all the learning material conveniently, however, you are not to share this document with people who are not enrolled in the VET Lab for Schools program. Doing so, puts your school's contract with VET Lab for Schools at risk.



ACTIVITY ICON

This icon represents an activity is available to complete. These are group activities facilitated in the classroom or individual activities located in the Learning Management System at www.vetlabforschools.com.au

Chapter ONE

Participant needs,
preferences & expectations.

Identify participant needs and expectations.

The basic legal requirements of coaching falls under the following legislation:

Work health and safety requirements	Work Health and Safety Act 2011 (Commonwealth) Occupational Health and Safety Act 2004 (Vic) Occupational Health and Safety Regulations 2017 (Vic)
Equal opportunity and anti-discrimination	Age Discrimination Act 2004 (Commonwealth) Disability Discrimination Act 1992 (Commonwealth) Racial Discrimination Act 1975 (Commonwealth) Sex Discrimination Act 1984 (Commonwealth) Equal Opportunity Act 2010 (Vic)
Privacy and confidentiality	Privacy Act, 1988 (Commonwealth) Privacy and Data Protection Act 2014 (Vic)
Working with children requirements	Worker Screening Act 2020 (Vic) – replacing the <i>Working with Children Act 2005</i>

It's important to understand these basic requirements before planning any sport and recreation sessions to ensure participants safety and rights are protected.

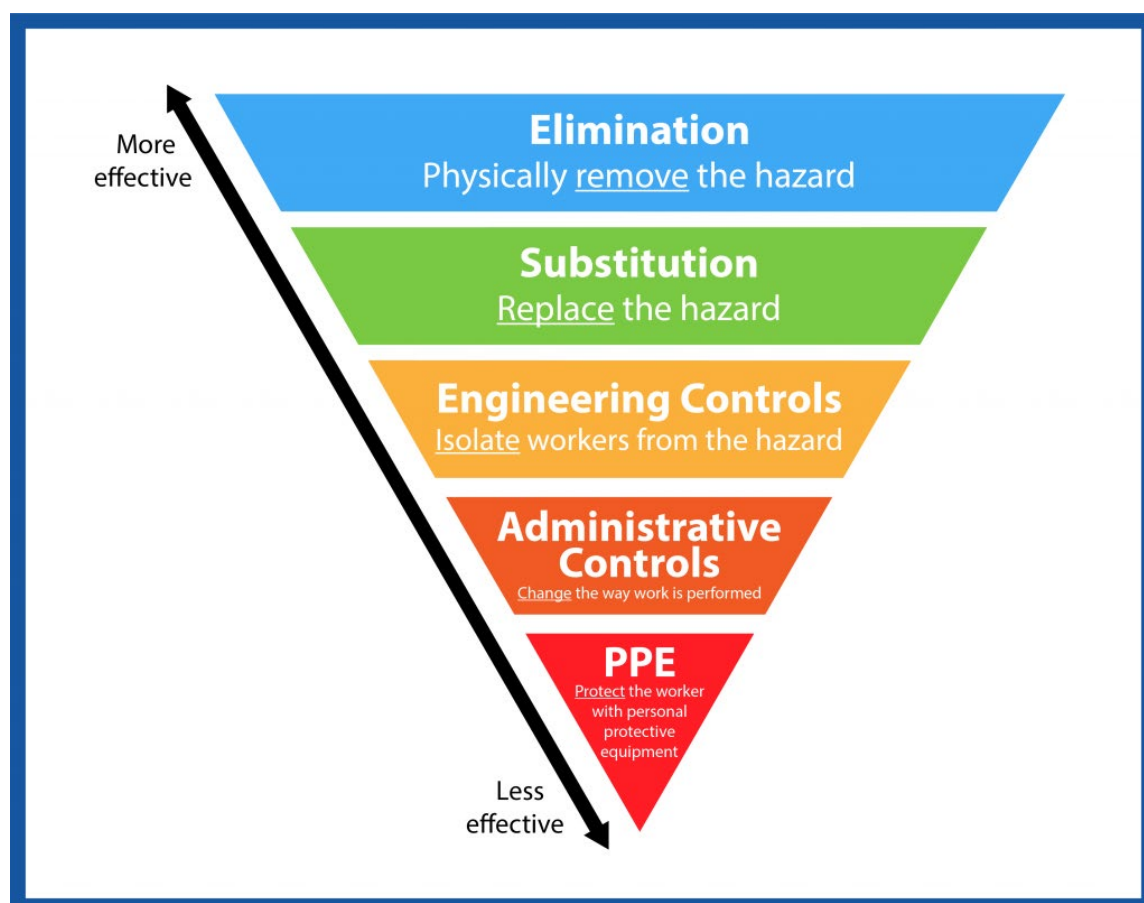
Work health and safety requirements

The sport and recreation industry includes high performance/professional sport, and community and individual sport, including contact and non-contact sport and indoor and outdoor activity.

Workplaces may include professional sporting organisations and competitive sport conducted at a local club, including children's sport.

It is the coach's responsibility to provide a safe environment. Facilities and equipment must be safe for both users and others involved in the competition. Adverse weather conditions must also be taken into consideration during competition and practice.





Elimination: The best way to correct a safety problem is to eliminate the hazard.

Substitution: Substitute the hazard with something safer — For instance, replace a softball with a tennis ball when playing baseball/softball with primary school children.

Engineering Controls: Isolate the hazard from people — This involves physically separating the source of harm from people by distance or using barriers. For instance, installing nets at the AFL during warmups to prevent fans being hit by a football while players are practicing.

Administrative controls: Develop and implement safe procedures and training for hazardous jobs and to prevent unsafe situations. I.e., Coach cannot leave training until all children are picked up by the parents/carers.

Personal protective equipment: Equipment such as safety glasses, footwear and hearing protection can be important, but should be a last resort.



Equal opportunity and anti-discrimination

Victorians love sport and while it may unite us and divide us, it should always feel safe and inclusive. We all have a right to be treated equally and fairly when playing, coaching, umpiring and administering sports.

How does the law protect me?

Under the Equal Opportunity Act 2010, sports clubs and organisations have a positive duty to eliminate discrimination and victimisation as far as possible.

Positive duty means:

Equal opportunity is about more than just fixing issues as they arise. True equal opportunity means creating an environment where unfair treatment and problem behaviour is unlikely to happen in the first place. Under the Equal Opportunity Act 2010, organisations have a positive duty to eliminate discrimination, sexual harassment and victimisation as far as possible. This means that positive action should be taken to prevent these behaviours.

The law protects you from discrimination. When participating in sports, it is against the law for someone to treat you unfairly or bully you because of a personal characteristic that is protected by law, such as your:

- disability
- race
- religion
- sex
- sexual orientation.

'Sporting activities' under the Equal Opportunity Act includes a wide range of activities, including activities not traditionally thought of as 'sport', such as chess and debating.

In sport, discrimination could include:

- refusing to allow you to play sport because of your sexual orientation
- refusing to select you in a sporting team because of your height
- excluding you from a sporting activity because of your disability.



The law protects you from sexual harassment

The Equal Opportunity Act makes sexual harassment against the law in a number of areas of life where people participate in sport, for example, goods and services, employment and clubs.

For example, if the sports team you play for is recognised as a club under the Equal Opportunity Act, sexual harassment is against the law, whether it is committed by:

- other players
- coaches
- umpires
- managers.



Many, but not all, sporting clubs have legal obligations under the Equal Opportunity Act (that is, if they are clubs with more than 30 people and an ongoing license to supply liquor).

It is important to note that a lot of people play sport in facilities run by service providers and such providers need to take action to protect patrons from sexual harassment and ensure that they act on all complaints respectfully, promptly and impartially.

Are there any exceptions to the law?

There are some exceptions in the Equal Opportunity Act that mean it's not against the law to discriminate in particular circumstances. For example, discrimination is not against the law if there is a real risk to someone's health, safety or property.



Privacy and confidentiality

The Privacy Act 1988 (Privacy Act) was introduced to promote and protect the privacy of individuals and to regulate how some other organisations handle personal information. The Privacy Act includes 13 Australian Privacy Principles (APPs).

The Privacy Act allows you to:

- know why your personal information is being collected, how it will be used and who it will be disclosed to
- have the option of not identifying yourself, or of using a pseudonym in certain circumstances

- ask for access to your personal information (including your health information)
- stop receiving unwanted direct marketing
- ask for your personal information that is incorrect to be corrected
- make a complaint about an organisation or agency the Privacy Act covers, if you think they've mishandled your personal information

Member Protection and the importance of confidentiality

Member protection plays a significant role in ensuring that clubs and organisations have suitable policies and procedures in place to create an environment where members can participate in sport free from harassment, discrimination, abuse and other harmful behaviours.

It is mandatory for all sports recognised by Sport Australia to have a Member Protection Policy. The Member Protection Policy will detail the procedures for handling complaints, and a key component of this process is ensuring that the complaint or report is dealt with confidentially.

Confidentiality—why it is important

Confidentiality helps build a relationship of trust and confidence and can encourage members to have open conversations with the Member Protection Information Officer (MPIO). It is important that people feel comfortable throughout the complaints handling process so that they can provide as much information as possible about the issue.

Member protection issues can relate to serious allegations of misconduct, so it is also especially important to maintain confidentiality to ensure that the person responding to the complaint is afforded the opportunity to respond in a confidential manner.



Working with children requirements

If you plan to do child-related work in Victoria you'll need to apply for a Working with Children Check, unless you're exempt under the Act.

There is one assessment process for the Check, but two application types: Volunteer or Employee. If you're getting paid for child-related work, you'll need to apply as an Employee. If you pass a Check, you'll get a card that's valid for 5 years, unless the card is suspended, cancelled or surrendered. By law, there are some activities or jobs that need a Check.

Volunteer Check

If you plan to do volunteer child-related work in Victoria (where you're not paid for the work), this is the Check you might need. Some examples of volunteer child-related work are:

- Coaching a sports team
- Scout leader
- School-based activities.

Employee Check

To do paid child-related work, you might need an Employee Check. Some examples of paid child-related work are:

- Teacher's aides
- Childcare
- Child protection services
- Healthcare professionals in a hospital paediatric ward.

The Working with Children (WWC) Check looks at a few different things to determine if you're permitted to do child-related work in Victoria. When you apply, the Victorian Government will look at and rigorously assess your:

- criminal record in all Australian states and territories across your lifetime, including serious sexual, violent and drug offences you have previously been charged with, regardless of the outcome of those charges
- professional conduct, which is determined by:
 - the Victorian Institute of Teaching (External link) (VIT)
 - the Suitability Panel, established under the Children, Youth and Families Act 2005, which makes findings related to the suitability of registered out of home carers
 - the Commission for Children and Young People (CCYP) through the Reportable Conduct Scheme
- compliance (if applicable) with historical and current health practitioner legislation
- current or historical reporting obligations or orders under the Sex Offenders Registration Act 2004 or the Serious Offenders Act 2018



Clarify participant preferences, needs and expectations.

Issues to consider when planning.

There are a number of issues that a coach must consider as they start to develop a session.

Age and physical emotional development of the athlete

it is important for coaches to remember that people develop at different rates and some athletes may be physically mature with good strength and body awareness, but their emotional and social development may not currently match their stage of physical maturity. Coaches will also be faced with athletes who are socially and emotionally very mature, but whose physical development is lagging. Being aware of the individual's abilities of athletes will assist the coach to plan sessions that challenge their strengths, but also develop aspects that are currently lacking.



Balancing other non-sport commitments of athletes

it is very easy for coaches to forget that other aspects of athlete's lives. Keeping a balance is increasingly important in our hurried modern world. Coaches should consider the athletes workloads at the office or score, work travel commitments, family activities and even just some downtime so the athletes can remain well-balanced and fresh, and happy to come to training or again. Students in particular may have peaked study times that coaches should factor into their training schedule. Talking regularly with athletes about other aspects of their lives will help to ensure that sport workloads do not create undue stress.



Involving athletes and parents in the planning

Traditionally many coaches may have developed or even implemented a plan without any consultation with athletes. This type of approach is often ineffective as it does not allow the coach gather significant information about the athlete, such as their preferences or workloads. Nor does it promote commitment by the athlete to the plan. By involving athletes in the planning process, coaches can gain a better insight into the individual needs of the athlete. Athletes will also have a better understanding of the training they will be doing and why it has been scheduled that way.

When working with junior athletes, coaches should also consider what involvement their parents have in the planning process. This can be done in a number of ways. For instance, at a preseason meeting the coach might gather information from parents and athletes about their experience in the sport, the athletes strength and weaknesses, and what their goals are for the season.



The coach develops a plan, it is important to communicate it to the athlete and the parents. In this way the parents also gain an understanding of the coaches expectations of their child and how the child's specific needs will be catered for. Involving the parents and the athlete in this process can also help the coach to understand they have similar goals for the athlete, or whether the coach might in fact be dealing with driven or pushy parents and a less motivated athlete. Involving the parents will also help to gain their commitment, which is very important as parents are often the ones who will be transporting the athlete to their sporting commitments. If the parents have greater buying, they will be more likely to have the athlete at training on time, and they may even offer to assist in some way



Meeting individual needs in a group training context

As coaches gather information about the current abilities of the athletes, they will realise just how different each athlete is. This can be quite daunting when developing a plan, as they will need to ensure that it caters for the individual needs of each athlete.

Differences can include physical ability, emotional social maturity, understanding of the techniques and tactics of the sport, learning preferences and motivation. By getting to know the athletes better, coaches will be able to better cater for the needs and adjust coaching style to individual athletes to get the best performance from them.



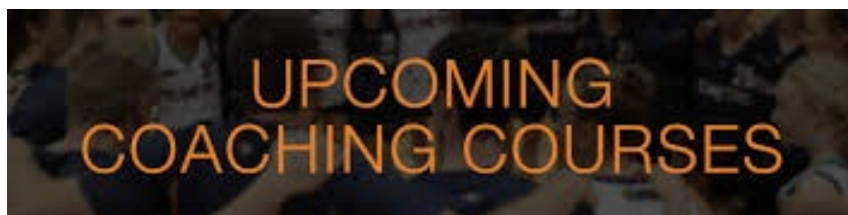
In terms of planning, coaches need to develop an overall plan for the team sport, but then they may need to make some adjustments or modifications for individual athletes. For example, a coach may have developed a plan where the focus of training for the coming month is the development of endurance, which includes some particularly long sessions that will be mentally tough for some athletes to cope with. Within the broader plan for this phase of training, the coach

may decide to make some adjustments for an athlete who has an interstate school excursion and cannot make it to all of the sessions, or they may choose to end the session early for a particular athlete who is not coping well mentally with the challenges of this phase of training.

Keeping notes on these kinds of adjustments to the plan is important as it will help in evaluating the effectiveness of it at the end of the session. It will also help in planning the next phase of training, as it provides information on how the athletes cope with the demands placed on them.

Understanding the physical, technical, tactical and psychological demands of the sport

Each sport has its own unique demands. Some sports are more physically orientated (for example, cycling or swimming), while others are more technical (for example, archery), tactical (for example, team sports) or psychologically demanding (for example, marathons or Ironman triathlons). The greater the coaches understanding of the unique demands of their sport, the better they will be able to prepare the athletes for these specific demands. Observing elite players, talking with the experience coaches, attending sport specific coaching courses and reading sport specific coaching manuals or articles will all help the coach to gain a deeper understanding of what it takes for an athlete to perform well in their sport.



Preferences needs and expectations

Coaches need to gain an understanding of the participants barriers, motivations and existing engagement with sport through planning discussions with participants. Where the participant cohort is mixed, the coach needs to adapt the delivery of the program to best meet individual needs and preferences.

Definition

Preference	a greater liking for one alternative over another or others
Needs	require (something) because it is essential or very important rather than just desirable
Expectation	a strong belief that something will happen or be the case



Activity- Watch the video on Maslow's Hierarchy of Needs

Relating Maslow's Hierarchy of Needs to Your Athletes



Other needs of participants:

Why are they participating in sport?

Competition or performance targets

- Encourages higher standards of achievement
- Encourages physical activity
- Builds discipline
- Teaches how to lose well/deal with disappointment
- Builds camaraderie and teamwork



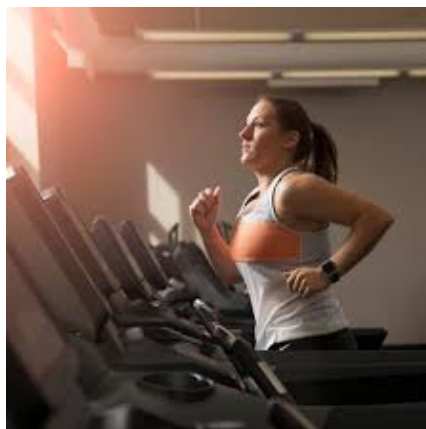
Assist with self-improvement

- Sport helps children develop better ways to cope with the highs and lows of life
- Playing sport helps children learn to control their emotions and develop patience.



Fitness targets

- Shedding fat – The single most common goal of the people who decide to start exercising is their desire to lose fat.
- Building muscles – Some people don't have a weight problem.
- Improving endurance – Other people get winded as they take a couple of flights of stairs.



Lifestyle adjustments

- Some people are required to make lifestyle adjustments as a result of poor health.
- Physical fitness helps combat major health issues such as obesity, heart disease, and diabetes.



Social opportunities

Social and emotional development for kids is important to prepare for the next phases of life like a career, family, and relationships. While house and school education are crucial for personal growth, playing sports is almost equally as important for social and emotional health



NOTE: Your Assessment requires you to identify the top three preferences and expectations of your participants.

Sneak Peak:

Please select your **top three** preference for participating in sport, fitness and recreation activities.

<input type="checkbox"/>	Fitness focused	<input type="checkbox"/>	Fast Paced	<input type="checkbox"/>	Teamwork
<input type="checkbox"/>	Relaxed and fun	<input type="checkbox"/>	Challenging	<input type="checkbox"/>	Strength based
<input type="checkbox"/>	Competitive	<input type="checkbox"/>	Skill Specific	<input type="checkbox"/>	Individual

Please select your **top three** expectations of a coach when participating in sport, fitness and recreation activities.

<input type="checkbox"/>	Organised	<input type="checkbox"/>	Fun	<input type="checkbox"/>	Let me work it out
<input type="checkbox"/>	Knowledgeable	<input type="checkbox"/>	Instructional	<input type="checkbox"/>	Demonstrations
<input type="checkbox"/>	Encouraging	<input type="checkbox"/>	Authoritative	<input type="checkbox"/>	Active listening



Principles of inclusive practice

Difference in participant abilities

It is likely that within a group of participants there will be differences in physical abilities and motor skills, regardless of whether a participant has a diagnosed disability. When planning sporting activities, these differences can impact on how well participants engage within a movement-based session, for example:

- how well participants move
- how well they can see or hear
- how they process and absorb information



Adapting and modifying activities

When planning sporting experiences, it is important to understand each participant movement capabilities. Depending on the level of difference, adjustments or modifications may need to be made to ensure all participants can be included. If the activity requires participants to throw or kick a ball, and one or more students are unable to perform these skills, you need to think about different ways of passing a ball. These could include:

- Carrying a ball between two points and releasing it at a set marker
- Rolling a ball along the floor
- Sending a ball down a ramp
- Sending a ball along a table-top
- Using an object to roll the ball along the floor

If participants are unable to catch or stop a moving ball some adaptations might include:

- Blocking a ball using their body
- Intercepting a ball using a bat or racquet
- Blocking a ball using netting held between them and a partner

The TREE Model

The TREE model is a practical tool designed to support teachers and coaches to adapt and modify an activity to be more inclusive of students with a range of abilities. The TREE acronym stands for:

- Teaching Style
- Rules
- Equipment
- Environment

Teaching Style

Teaching style refers to the way the game is communicated to the students. The delivery to a group can have a significant impact on how inclusive it is. Using a combination of strategies will help ensure communication is effective and appropriate. Examples include:

- Keep instructions simple and concise
- Use visual aids, demonstrations and whistles
- Encourage participation, team work and problem solving
- Use questioning to check student understanding.



Rules

Some students may have difficulty understanding and following the rules of a game. Rules can be simplified or changed as needed, and then re-introduced as their skill levels increase. To support students you can:

- Begin activities with only few of the rules (easy to remember)
- Gradually introduce the rules (one at a time) once students understand the pattern or flow of the activity
- Try to minimise the time between giving instructions and starting the activity
- Begin teaching the activities in slow-motion e.g. using a slower moving ball or restricting player movements.

Equipment

In most cases there are suggestions for alternative equipment included on each of the activity cards. Some examples include:

Boccia	<ul style="list-style-type: none">• Bean bag, koosh ball, paper & tape ball• Plastic guttering for ball-sending ramp
Goalball	<ul style="list-style-type: none">• Basketball wrapped in a plastic bag or balls filled with rice or seed• Use masking tape and string to make tactile lines for the players
Sitting Volleyball	<ul style="list-style-type: none">• Balloon, beach ball, light plastic ball• Rope with ribbons attached for a net
Polybat	<ul style="list-style-type: none">• Light plastic or small flat-edged bat• Smaller tables pushed together
Tee Ball	<ul style="list-style-type: none">• Light plastic or paddle bat• Balls with different densities e.g. whiffle or foam balls
Hockey	<ul style="list-style-type: none">• Tennis or badminton racquet• Slow moving balls or bean bag
Target Games	<ul style="list-style-type: none">• Small soft cushion or sponge ball• Deflated beach ball



Environment

When planning activities remember to consider whether or not the playing area is suitable for the mobility levels of all students. It is important to ensure:

The floor surface allows smooth running of wheelchairs or other mobility aids

- Benches or chairs are located at specific areas and can be used by students who have difficulty standing for extended periods
- Students that experience difficulty standing or walking can participate in activities from the floor e.g. from a sitting, kneeling, or side-lying position
- You create playing areas that have more space to negotiate tasks and make them achievable e.g. increase the size of the goals to improve the chances of scoring.



Special requirements according to participant needs.

In today's highly diverse population, the ability to work with people having diverse values and cultures is extremely important. Its also important for coaches to provide for group members who have diverse styles, aspirations, cultures and perspectives.

Screening your participants.

Sneak Peak of your assessment requirement



Session Needs

1. Do you currently participate in sport, fitness or recreation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2. Do you have any current injuries?	<input type="checkbox"/> Yes	<input type="checkbox"/> No <i>Please list</i>
3. Do you have an Asthma or Anaphylaxis plan?	<input type="checkbox"/> Asthma	<input type="checkbox"/> Anaphylaxis

	Yes = Points	No = points
Q1	0	3
Q2	3	0
Q3	5	0

Risk Level	LOW 0	MEDIUM 3+	HIGH 5+
Requirements	None	Supervisor permission	Medical clearance

Recommend participants seek external assistance as required.

Personal Trainers, Fitness Instructors and fitness business owners are all too aware of the risks involved in prescribing exercise and the need for a consistent standard of professional practice in the Australian health and fitness industry.

Pre-exercise screening is used to identify people who may have medical conditions that put them at a higher risk of an adverse event during physical activity/exercise. It's a filter or 'safety net' to help determine if the potential benefits of exercise outweigh the risks for an individual.

It is ESSENTIAL that you understand the "if in doubt, refer it out!" It is best that you ask your participant to get medical clearance from a trained professional before completing your program if you are unsure if their current condition will





Before you complete your knowledge assessment for “*Identify participant needs and expectations*”, you might wish to complete the following review questions to help you prepare.

1	What are three methods for identifying your participants needs?
2	What is the difference between a preference, need and expectation for sport?
3	Provide three examples of what a special requirement for a participant might be
4	What are two reasons for not allowing someone to participate in your sport session?
5	How would you advise a participant that they should not participate in the program?
6	Explain what the TREE model represents in regard to inclusive practice. Explain each section (T.R.E.E)
7	Provide four different examples of what a participant’s preference for their sport session might be.
8	Provide four examples of what an expectation of a coach during a sport session might be.
9	Why is it important to screen your participants before allowing them to participate?
10	Identify three reasons you would refer a participant to seek medical clearance before participating in a sport session
11	How do you balance the needs and preferences of each individual in a group setting.?
12	What is your role as a coach in regard to participants needs around occupational health and safety requirements
13	Can you exclude someone from your session if they pose a safety risk to themselves or others? Why/why not?
14	What type of records would you keep about participants needs, preferences or expectations?
15	If you are working with children in a sports coaching role, do you need a working with children’s check? Why/why not? Provide two examples of someone requiring a WWCC and two examples of someone working with children who does not require one.
16	Your son’s soccer team has employed a new coach. Another parent has indicated he is uncomfortable because he heard he was gay. He has asked the club president to reassign the coach to the girl’s team. The club agrees so the parents remain happy. Are there any laws that the club may have breached? Explain your answer.
17	Ted wants to improve his muscle strength after sustaining an ankle injury during basketball. He has had eight weeks off training and competition. What do you think Ted’s needs are for his sport program?
18	As a club administrator, you need to collect a range of information about participants. What legislation do you need to be aware of?