



Queensland Government  
Sport and Recreation Queensland

# get active QUEENSLAND

**Active School  
Leaders Program**

**ASL COORDINATOR'S MANUAL**

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Inquiries should be addressed to the Executive Director, Sport and Recreation Queensland, PO Box 187 Brisbane Albert Street, Brisbane Queensland 4002.

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## Contact us

Sport and Recreation Queensland  
Level 5 Forestry House 160 Mary Street Brisbane Qld 4000  
PO Box 187 Brisbane Albert Street Qld 4002  
Telephone (07) 3237 9830; Facsimile (07) 3237 9879  
Email [info@srq.qld.gov.au](mailto:info@srq.qld.gov.au); Website [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au)

# CONTENTS

<b>SECTION 1 – WHAT IS ASL?</b> .....	<b>5</b>
1.1 Objectives of ASL.....	5
1.2 Definitions.....	5
1.3 Features of the ASL program.....	6
1.4 Benefits of ASL.....	6
1.5 How to use this manual .....	7
<b>SECTION 2 – PLANNING AND PREPARATION</b> .....	<b>8</b>
2.1 Getting started.....	8
2.2 What do we want to achieve from the program? .....	8
2.3 What program structure is most appropriate?.....	8
2.3.1 When and where will we run the program?.....	9
2.3.2 What activities will we provide? .....	9
2.3.3 How many <i>supervisors</i> and <i>leaders</i> are needed? .....	9
2.4 Who should be involved? .....	10
2.4.1 Recruiting team members.....	10
2.4.2 Gaining school community support.....	10
2.5 Prepare an action plan .....	11
2.5.1 Task - what needs to be done?.....	11
2.5.2 Responsibility - who will do the tasks?.....	11
2.5.3 Timeframe - how long will it take?.....	11
2.5.4 Resources - will we need? .....	11
<b>SECTION 3 – IMPLEMENTATION</b> .....	<b>12</b>
3.1 Recruiting <i>leaders</i> and <i>participants</i> .....	12
3.1.1 Direct mail .....	12
3.1.2 Advertise for <i>leaders</i> .....	12
3.2 Selecting <i>leaders</i> and <i>participants</i> .....	12
3.2.1 Selecting <i>leaders</i> .....	12
3.2.2 Selecting <i>participants</i> .....	12
3.3 Training <i>leaders</i> .....	13
3.3.1 Training options.....	13
3.3.2 Preparation for training.....	13
3.3.3 Leader's Handbook.....	13
<b>SECTION 4 – MAINTAINING THE PROGRAM</b> .....	<b>14</b>
4.1 Launch the program .....	14
4.2 Monitoring <i>leaders</i> ' progress.....	14
4.3 Reward and recognition .....	15
4.4 Ongoing promotion.....	16
<b>SECTION 5 – RESOURCES</b> .....	<b>17</b>
<b>SECTION 6 - PRO- FORMAS</b> .....	<b>19</b>

# SECTION 1 – WHAT IS ASL?

The Get Active Queensland Active School Leaders (ASL) Program is a student-centred leadership program for primary and secondary school students.

By implementing this program, schools can give younger students the opportunity to learn and develop skills in physical activity while encouraging and developing confidence, self-esteem and organisational skills in students participating as leaders.

The ASL program reflects the ideals of the *Health and Physical Education Years 1-10 Syllabus*, the *Senior Physical Education Syllabus* and school-based recreation subjects. In particular, ASL contributes to the years 1 to 10 syllabus outcomes under *Developing concepts and skills for physical activity*. This program aims to increase the quality and quantity of participation in physical activity.

ASL can involve the whole school community including school staff, sport and recreation providers, community groups, parents and students.

## 1.1 Objectives of ASL

- to provide a positive environment for young people to participate in physical activity;
- to provide an opportunity for *leaders* to gain valuable life skills through sport, community recreation, fitness, outdoor recreation and other areas of activity;
- to encourage positive social interaction between *leaders* and *participants*;
- to encourage ongoing participation in physical activity and related activities; and
- to encourage the development of a healthy physical activity culture in schools.

## 1.2 Definitions

An **ASL Unit** is a team comprising a *coordinator*, *participants* and *leaders* who take part in an ASL program.

**Leaders** are the young people who have been trained to teach basic physical activities under the guidance of appropriate adults. The degree of training for ASL *leaders* depends on the type of activity being conducted. Training provides opportunities for both initial leader development and follow-up sessions.

**Participants** are the young people who participate in the actual physical activities. They are usually from school grades lower than the *leaders'* grades. They can be from the same school campus or from other schools nearby.

**Supervisors** are those adults, usually teachers, given the task of directly supervising the student *participants* or *leaders* at each site.

**Coordinators** are the adults, usually teachers, given the task of organising the entire unit. Each *ASL unit* normally has only one *coordinator*. They work with all other adults (*supervisors*) and *leaders* to ensure the program is conducted according to the policies and guidelines of your education sector. *Coordinators* play an important role in supporting and providing feedback to ASL *supervisors*.

Where ASL *supervisors* or *coordinators* are volunteers from the school community, they need to adhere to each education sector's accepted guidelines (eg the Department of Education Manual - DOEM).

### 1.3 Features of the ASL program

- ASL is a school-based, school-approved program operating at either a school or community facility. Supervisory roles must meet each education sector's guidelines as a minimum standard, and should also conform to community organisation safety guidelines and policies as appropriate.
- ASL is incorporated into existing school leadership programs.
- ASL *participants* take part in physical activities – skill-based and modified experiences in sport, community recreation, fitness, outdoor recreation or some other area of activity.
- In **primary schools**, students in years 6 and 7 are often trained to be *leaders*, running physical activities for younger students after school, at lunch times, during class times or as part of their sport afternoon.
- In **secondary schools**, older students trained as *leaders* can run physical activities for younger students after school, at lunch times, during class times or as part of their sport afternoon. The *participants* can be drawn from years 8 or 9 at that school or from feeder primary schools close to the high school campus.
- Typically the program is conducted over a minimum of 10 x 1 hour sessions or 20 x 1/2 hour sessions. However, the school can choose to organise the program to suit the climate, timetable and the availability of staff, students and community volunteers.
- Good programs offer a variety of activities.
- Representatives from all groups and sites where the program will be held, should be involved in ASL planning.
- ASL *leaders* are provided with an ASL Leader's Handbook to help them progress through the program. An action plan for ASL operations should be developed.
- ASL *unit members*, in particular ASL *leaders*, are easily identifiable by wearing an ASL badge, hat or shirt.
- *Leaders* and *participants* are provided with certificates recognising their contribution.

### 1.4 Benefits of ASL

There are many benefits of using physical activity as a vehicle for developing leadership skills.

#### For schools

ASL provides opportunities to:

- enhance an environment that improves commitment, responsibility, self-confidence and self-esteem;
- provide a more active role for school student leaders;
- improve social interaction between different student groups and staff;
- develop stronger links between the school and community organisations; and
- enhance recognition in the local community.

### **For student leaders**

ASL provides opportunities to:

- develop leadership skills such as communication, decision making, preparation, organisation, innovation and creativity;
- develop or enhance social and personal skills such as commitment, punctuality, cooperation, self-esteem, confidence, building relationships, teamwork and goal setting;
- develop positive attitudes towards voluntary community service;
- gain satisfaction through helping others;
- impart knowledge to younger students;
- learn new skills and enhance existing skills in both familiar and new activities;
- enhance relationships with teachers and the school community;
- be recognised for their contribution eg by receiving a certificate from the school; and
- have fun while learning valuable skills and personal attributes.

### **For student participants**

ASL provides opportunities to:

- pursue physical activity in a safe, non-threatening and positive environment;
- learn from positive role models;
- develop physical activity skills and an understanding of fair play;
- develop or enhance social and personal skills such as commitment, punctuality, cooperation, self-esteem, confidence, building relationships, teamwork and goal setting;
- improve motor skills and fitness;
- increase interaction with older school students;
- be recognised for their participation eg by receiving a certificate from the school; and
- have fun while learning valuable skills and developing personal attributes.

## **1.5 How to use this manual**

This *ASL Coordinator's Manual* is a guide to help school teachers implement the ASL program into schools. It includes suggestions for recruiting ASL team members, gaining community support and running the program. The suggestions are flexible so you can build your own program to suit your school's environment and needs.

It is intended this manual be used in conjunction with an ASL Leader's Handbook. An example handbook can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au). A number of other pro-formas are also available to help you implement the program. The pro-formas are provided in Microsoft Word format for you to download to your computer.

In addition, it is recommended that the resources *Young People Can Take a Lead* and the *Modified Sport Resource Manual: Lesson Plans for Sport Leaders* (produced by the Australian Sports Commission - ASC), be purchased from the ASC and placed in your library. See Section 5 of this manual for a list of other resources.

## SECTION 2 – PLANNING AND PREPARATION

### 2.1 Getting started

Usually, an organising committee comprising a number of teachers and other members of the school community is formed to start the planning process.

Some of the initial decisions this organising committee needs to make are:

- What does our school want to achieve from the program?
- What program structure would be most appropriate for our school and students?
- Who should be involved?

Once these decisions have been made, they will need to determine:

- What role will each person play?
- What are the responsibilities of each role?
- Who will be recruited for each role?

### 2.2 What do we want to achieve from the program?

It is important in the first meetings to set objectives appropriate for your school. Some typical objectives include:

- to develop an environment that can improve self-confidence and self-esteem in children;
- to enhance relationships between students, staff and the school community;
- to develop stronger links between schools and community organisations;
- to enhance recognition in the local community;
- to develop student leadership skills such as communication, decision making, preparation, organisation, innovation and creativity;
- to develop positive attitudes in students towards voluntary community service;
- to provide opportunities for students to learn new skills and enhance existing skills in both familiar and new activities, in a non-threatening environment;
- to recognise student contribution eg by receiving a certificate from the school; and
- to enhance interaction between student year levels.

### 2.3 What program structure is most appropriate?

You will need to decide:

- When and where will we run the program?
- What activities will we provide?
- How many *supervisors* and *leaders* are needed?

The following provides some guidelines to help you with these decisions.

### 2.3.1 When and where will we run the program?

To gain the most from this program, students should participate for a significant period of time (eg 10 x 1 hour sessions or 20 x 1/2 hour sessions).

#### The program can be conducted:

- after school;
- before school;
- at lunchtime;
- in sport periods; or
- at other times convenient to schools and community organisations involved in the program eg
  - 2 lunchtime sessions x 4 weeks x 3 school terms;
  - 2 afternoon sessions x 6 weeks x 2 school terms.

#### The ASL program can be conducted between:

- senior and junior secondary students at the one school or across several secondary schools;
- secondary and primary students within the one campus;
- students from one secondary school and one or more primary schools in a district or 'cluster';
- upper and lower primary school students at one or more schools; or
- a school in conjunction with a local community program and/or facility eg PCYC, YMCA.

### 2.3.2 What activities will we provide?

The activities selected should reflect student interest, the teaching and learning program, local community opportunities and ideas for new experiences. The only inhibiting factors are the availability of expertise, facilities and equipment.

The organising committee needs to ascertain the skills of available staff and other school community members and pass these on during the training of *leaders*. The committee also needs to look at what facilities and equipment will be available. Requesting assistance from local sport and recreation organisations can lead to some great partnerships.

It is essential that the activities conducted are appropriate for students' skill levels and age ranges. Usually, modified games and sports are a good way of providing appropriate activities. Your school should also consider popular active recreation choices such as in-line skating or skateboarding.

#### *For more information:*

- about modified sport - refer to the ASC resource Modified Sport – A Quality Junior Sport Approach;
- about lesson plans - refer to the ASC manual Lesson Plans for Sport Leaders;
- refer to resources list in Section 5 of this manual; or
- if you have access to a physical education specialist, ask them for advice.

### 2.3.3 How many supervisors and leaders are needed?

The number of *supervisors* depends on the type of program you are implementing. The more sites you have, the more *supervisors* you will need. After ensuring the education sector guideline requirement has been satisfied, a similar coverage to playground duty would generally suffice.

To help you decide how many *leaders* are required, you need to consider the most appropriate *participant to leader* ratio for safety and maximum participation. Refer to your education sector guidelines for more information.

## 2.4 Who should be involved?

To effectively run the program you will need an *ASL coordinator*, one or more *ASL supervisors* and a number of *ASL leaders* to teach *participants*.

However, it is also important to develop close links between schools and community organisations. Better physical activity opportunities can be provided for students with the support of parents, community sport and recreation organisations, local businesses and other community groups such as service clubs. Many community groups are interested in knowing what the ASL program is about, how it can benefit the community and the roles of *leaders* and *participants*. After all, clubs are always looking for talented volunteers and future members.

### 2.4.1 Recruiting team members

The organising committee needs to recruit teachers to become *coordinators* and *supervisors* before *leaders* and *participants* can be recruited.

To ensure that everyone involved is aware of the responsibilities of the different roles within the ASL program, duty statements for *coordinators*, *leader supervisors* and *participant supervisors* should be prepared.

Example duty statements can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au). These examples can be adapted to suit your school community. The following provides an overview of the roles and responsibilities.

The **coordinator** is responsible for organising the ASL program. This includes liaising with all organisations involved, facilitating program promotion, seeking sponsorship and organising the training program for *leaders*. If the program is occurring in more than one site (eg secondary school student *leaders* travelling to one or more primary schools), the *leaders* and *supervisors* must be coordinated by the *ASL Coordinator*.

**Supervisors** provide active supervision of *leaders* and assist them with the *participants*, leading up to and during the activities. *Supervisors* are required for both *participants* and *leaders*. The roles of *participant supervisor* and *leader supervisor* may be combined if the program is only occurring at one site.

### 2.4.2 Gaining school community support

#### Raise awareness

The organising committee needs to raise awareness of the ASL program among potential supporters including staff, students, parents and other members of the local community. It is important to create interest in your program and highlight the benefits of becoming involved and supporting your program

The committee can promote their program to the local community by presenting information to each group. This can be done in a number of ways including preparing information kits and holding information sessions.

#### Prepare information kits

Information kits are an excellent way of providing information in conjunction with presentations. These should contain:

- a fact sheet which includes the benefits and objectives of your ASL program and how ASL fits into your school's overall learning program;
- the duty statements for each ASL position; and
- information specific to *leaders* such as codes of behaviour.

There are pro-formas for each of the above on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).

### **Hold information sessions**

A good way to interest people in ASL is to hold information sessions for school staff, parents and students. Don't forget to provide all attendees with information kits. Hold information sessions for:

- **school staff** at staff meetings, committee meetings, school council meetings and as part of a professional development program eg pupil-free days;
- **parents and the community** at parents and citizens meetings and community meetings; and
- **students** at student council meetings, student assemblies and during health and physical education classes.

### **Promote the program to the community**

- contact community organisations and clubs, and organise for the *coordinator* or *supervisor* to speak at their meetings to promote ASL and the role of *leaders* - provide these organisations with ASL information kits
- tell community organisations how they can become involved - organisations could provide trainers, mentors and equipment and could be given the opportunity to give the school information about their club and teams;
- prepare articles for the school newsletter; and
- promote the program to the community through articles in you local newspaper.

**You've decided on the program structure, prepared duty statements for each role, recruited your coordinator and supervisors and you know how many leaders are required – there's just one more planning task to do – you need to prepare an action plan.**

## **2.5 Prepare an action plan**

Now that the initial planning and preparation has been completed by the organising committee, you can prepare an action plan which will assist the ASL team to implement the program.

The action plan details what needs to be done to achieve the ASL program objectives, when they will be done, who will do them and the resources that are required. An example of an action plan is can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au). The following provides an overview.

### **2.5.1 Task – what needs to be done?**

Determine the major tasks and then break these down into smaller tasks. Some suggestions include:

- recruit leaders and participants
  - prepare letters and information kits and send to parents of potential *leaders* and *participants*
  - receive and record Parental Permission forms
- organise appropriate equipment
  - determine what equipment is available in the school
  - contact sporting organisations regarding assistance with equipment
  - hold a function to launch the program.

### **2.5.2 Responsibility – who will do the tasks?**

Allocate tasks among your ASL team members. These responsibilities should be taken seriously as the success of the plan is dependent on everyone getting their jobs done.

### **2.5.3 Timeframe – how long will it take?**

You need to establish timeframes to get ASL functioning. Be realistic and allow ample time for completion of tasks. Include the starting date and the number of weeks or days to complete the task.

### **2.5.4 Resources – will we need?**

Decide what resources are needed to complete each action or task. This can include equipment, facilities, people, and publications and forms (eg enrolment form).

## SECTION 3 – IMPLEMENTATION

Now that your action plan is developed it can be implemented by the ASL team. The initial action plan can be reviewed and updated by the ASL team as necessary. The following provides a guide to some of the major tasks in the plan.

### 3.1 Recruiting *leaders* and *participants*

#### 3.1.1 Direct mail

- send letters to parents and guardians with an information kit (example letters can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).)

#### 3.1.2 Advertise for *leaders*

- advertise for *leaders* and *participants* in the school magazine or newsletter (example advertisements can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).)
- place information in local community newsletters and newspapers; and
- place posters and displays in the school library and tuckshop.

When students respond to the advertisement, give them an information kit containing an ASL fact sheet, a *leader's* duty statement, details of the activities that will be run, and when and where they will be run.

### 3.2 Selecting *leaders* and *participants*

#### 3.2.1 Selecting *leaders*

Consider the following selection criteria to help you to select ASL *leaders*. You can add or delete criteria to suit your school and your own ideas.

- maturity of the student;
- ability to relate to other students;
- acceptability to younger students;
- tolerance and understanding of others;
- physical activity background;
- organisational skills;
- reliability and punctuality; and
- ability to make a commitment.

#### 3.2.2 Selecting *participants*

The students selected to work with *leaders* as *participants* can be:

- whole year groups (eg year 6 or 7 *leaders* working with year 3 students);
- class groups (eg year 11 recreation students working with Friday morning primary physical education classes);
- students that volunteer for activities occurring out of normal school hours.

If the last scenario is part of your program, parental permission will usually be required. A parental permission form is included with the letters to parents on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).

### 3.3 Training leaders

The ASL team needs to carefully consider the most effective options to use when preparing the ASL *leaders'* training program. A complete guide to *leader* training can be found in the ASC resource *Young People Can Take a Lead*.

#### 3.3.1 Training options

*Leader* training can be conducted during:

- lunchtimes;
- after school;
- on student-free days or school holidays; or
- during school time - at a specific camp (2 to 3 days)
  - incorporating the training into a grade Outdoor Education Camp
  - during a specific physical education period
  - incorporating the training into a Health and Physical Education program.

Other training options for *leaders* include:

- using a 'buddy system' where a new *leader* is placed with an experienced *leader*;
- sharing the training among a cluster of schools;
- linking the training to a Peer Support Program or other similar program;
- conducting the training over a flexible time period of five to 10 sessions; and/or
- placing *leaders* with a physical education teacher or coach at work.

Training for *leaders* should incorporate an initial 'starter' program and follow-up 'refresher' sessions during their time as an ASL *leader*.

#### 3.3.2 Preparation for training

Once the *leaders* have been selected, *supervisors* need to:

- ensure copies of relevant resources are available in the school library;
- prepare a copy of the *Leader's Handbook* (see 3.3.3) for each leader;
- book any venues and audio-visual requirements for training;
- book any outside people being used for training;
- conduct an orientation meeting for trainers and *leaders*; and
- order any specific badges or clothing you are going to use.

#### 3.3.3 Leader's Handbook

The *ASL Leader's Handbook* is a tool to assist *leaders* progress through the program. It can be used as a student workbook during training and an ongoing reference for hints on planning sessions, safety and *participant* management.

An example ASL Leader's Handbook is available on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au). The handbook can be modified to suit your school's program and should complement handouts and other material provided by ASL *supervisors* and *coordinators*.

You could also include a lesson plan in the handbook. Examples of these can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au). or you may refer to the *ASC Modified Sport Resource Manual: Lesson Plans for Sport Leaders*.

If you make changes to any of the ASL Pro-formas you may also need to change information in the handbook for consistency.

## SECTION 4 – MAINTAINING THE PROGRAM

You have your team on board and you have members of the community supporting your program. But don't take this for granted. Their enthusiasm and support won't continue without nurturing.

Both team members and supporters need encouragement to keep their enthusiasm and support alive, and keep the program running. There are a number of ways you can give encouragement to your team and your supporters.

Some ideas include:

- organise an official launch of the program;
- monitor *leaders'* progress;
- reward and recognise team members and supporters;
- continue to promote the program to supporters and potential supporters – make sure they are aware of ASL and what is being achieved;
- celebrate milestones when they are achieved with team members; and
- ensure everyone involved has fun participating in the program – teachers and students will want to continue and contribute more if they enjoy the program (in addition, *participant* behaviour is often directly linked to their enjoyment of the activity).

### 4.1 Launch the program

Organising an official launch of the program is a good way to kick start team spirit and cohesion. It also provides an opportunity for all involved to get to know each other and to announce the program to the community and supporters. A generic launch checklist can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).

### 4.2 Monitoring *leaders'* progress

To help *supervisors* monitor the effectiveness of a *leader's* performance, a leader's performance checklist can be found on the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au). Use this checklist as a positive tool to generate discussion on a *leader's* progress.

### 4.3 Reward and recognition

Rewarding and recognising *leaders* and *participants* for their efforts helps to retain them in the program – whether it is an action as simple as calling them by name, or giving them an award at a special function.

Here are a few ideas for recognising your leaders and participants:

- invite *leaders* and *participants* to the official launch and involve them in displays;
- smile and call *leaders* and *participants* by name;
- praise or encourage *leaders* when they are working with *participants*;
- write thank-you letters to *leaders* and letters of encouragement to *participants*;
- provide certificates of appreciation to *leaders* and *participants*;
- provide *leaders* and *participants* with ASL identity clothing or merchandise such as identification pins, badges, caps and stickers (or perhaps their own whistle, also for hygiene reasons) – present these at functions such as award nights;
- acknowledge *leaders* and *participants* and their achievements in the school magazine and newsletter articles;
- present leadership awards at appropriate meetings and award events;
- arrange complimentary tickets to special events and discounts at recreation and sports stores as awards for team members;
- award memberships to related clubs;
- hold social events in honour of ASL *leaders*;
- acknowledge efforts during staff meetings;
- write letters of references in recognition of *leaders* (they could provide these to potential employers);
- promote *leaders* and their role in all aspects of the media – print, TV and radio;
- provide *leaders* with access to courses at a reduced cost;
- promote the work of *leaders* through photographic displays in school office/foyer areas and on the school website;
- conduct an ‘open day’ and invite community groups, sport, recreation, and fitness group representatives and supporters;
- provide *leaders* with a variety of other ways to use their leadership skills eg at school camps and carnivals; and most importantly
- listen to everyone’s ideas.

You also need to reward your supporters and sponsors for their hard work.

Here are a few suggestions:

- invite them to the official launch;
- write thank-you letters to supporters;
- provide certificates of appreciation to major sponsors;
- acknowledge supporters in your school magazine and newsletter articles and include details of their support;
- present awards for supporters and sponsors at award events;
- invite supporters/sponsors to social events such as open days; and
- praise the contribution of organisations and individuals who support the program in any media releases or interviews undertaken.

## 4.4 Ongoing promotion

Actively seek opportunities to promote ASL in your community. Make sure supporters and potential supporters are aware of how ASL operates and the benefits for everyone involved.

Here are some suggestions for promotion:

- provide regular reports to committees such as parents and citizens and school physical activity committees;
- include regular reports in school and local newsletters and magazines;
- record all positive comments that are received and include them in reports and articles in newsletters and magazines;
- invite local newspaper, TV and radio to do a story on ASL – you will need to provide them with details such as team members' details, what has been achieved, what support you are getting from local organisations, etc (refer to your education sector guidelines on the privacy issues and appropriate permissions required);
- reward ASL *participants*, *leaders* and supporters at functions such as award nights;
- conduct an evaluation of your group and provide reports to parents, school staff and other organisations involved in the program;
- ensure that ASL unit members are easily identifiable by providing merchandise such as t-shirts, caps, rugby tops, shorts, tracksuits, whistles, drink bottles, badges, etc with the words 'Active School Leader Program';
- invite 'influential' people such as school principals, supporters, sponsors, local councillors and education decision makers to award functions;
- take photographs for newsletter and magazine articles, to display on notice boards and in an ASL album to display in the staffroom, classroom and library;
- encourage local clubs and organisations that provide physical activity services to promote their activities to ASL members through flyers and visits to your school;
- encourage *leaders* to offer their services to community organisations and clubs;
- invite community organisation and club representatives to present certificates and or clothing identity items to *participants* and *leaders*; and
- arrange for the *coordinator*, *supervisors* and *leaders* to speak at meetings of community organisations and clubs to promote the benefits of ASL and the achievements of ASL team members.

## SECTION 5 – RESOURCES

This section contains a list of resources produced by the Australian Sports Commission (ASC) that will help you run your ASL program. To obtain copies of the resources contact the ASC on phone (02) 6214 1915; fax 02 6214 1995; email [pubs@ausport.gov.au](mailto:pubs@ausport.gov.au); website [www.ausport.gov.au](http://www.ausport.gov.au).

### **Young People Can Take a Lead**

*Very highly recommended for ASL coordinators*

This large kit is designed to assist with the development of appropriate leadership training programs and strategies. It has information on how to conduct planning sessions, a sample training program for leaders complete with cartoons, handouts and relevant articles. It is flexible and broad in its potential uses.

### **Modified Sport Resource Manual: Lesson Plans for Sport Leaders**

*Very highly recommended for ASL leaders*

This manual explains the rationale for modified sport and provides information on available resources. It includes lesson plans, skill sheets and activity examples for sports in two levels for teacher/leaders, including hot/wet weather lessons, A4 booklets and A3 summary sheets. Some of these items can be purchased separately.

### **Modified Sport – A Quality Junior Sport Approach**

*Recommended for ASL Coordinators and Leaders*

This free booklet provides an overview of the modified sport approach with examples of modified sports and resources and how to develop a modified sport program.

### **Coaching Children**

*Recommended*

This is an essential text for anyone involved with children in physical activity.

**AUSSIE SPORT books** such as *The Name of the Game is...* series for adolescents; *Let's Get Into...* series for primary age participants; and *Name of the Game* pamphlets provide practical information and skill practices in a simple, easy-to-follow format.

### **Multi-Sport Orientation to Coaching: Course Coordinator's Kit**

A guide to organising a course that provides a multi-sport approach to basic coaching for those involved with young people and physical activity. Includes skill sheets.

### **Orientation to Coaching: Level O Coaching Principles Course Presenters Kit**

This kit provides teachers / students / parents with orientation to coaching information and activities. It provides presenters with everything they need, course information, background information, sample methods of conducting courses, suggested activities and overhead transparency masters.

### **Safety Guidelines for Children in Sport and Recreation**

This free booklet, developed by Sports Medicine Australia, gives advice on providing a safe and enjoyable experience for children involved in sport and recreational activities.<sup>1</sup>

### **Sport Education in Physical Education Program – SEPEP**

SEPEP is a curriculum model for use in schools. The aim of SEPEP is for students to learn how to plan, manage and run their own sports 'season'. It is suitable for both primary and secondary schools. A *Teacher resource Kit* and a set of *Planning Modules* are also available.

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<sup>1</sup> Please be aware that all the normal education sector health and safety requirements apply.

### **Coaching Manuals and Mini Coaching Manuals**

These manuals are ideal for teachers, coaches and parents. The manuals provide organisational skills, activities and information to help make physical activity enjoyable both for adults and children. The mini coaching manuals are short, practical guides for the beginner coach. It should be noted that some information is now out-of-date and many of the sporting organisations now have their own updated versions of these that are available for purchase or free-of-charge.

### **AUSSIE SPORT Skills Pack (Distance Education)**

Although this resource was developed as a skills pack for students in distance education, it can be used in any situation where individual and small group activities are conducted. It is especially useful for small schools and multi-age groupings.

### **AUSSIE SPORT Codes of Behaviour**

The codes of behaviour promote fair play and provide guidelines on appropriate behaviour for players, parents, spectators, officials, teachers, administrators and the media (available free-of-charge in class sets or larger quantities).

### **Willing and Able**

There is a range of *Willing and Able* resources for physical activity for people with disabilities. The resources follow four themes of promoting positive attitudes, encouraging best practice in teaching, recognising differences and allowing for them in program planning and creating equal access opportunities.

## SECTION 6 – PRO-FORMAS

To help you implement your Get Active Queensland Active School Leaders Program a number of pro-forma documents have been developed.

They are provided as a guide and you can add or delete information to reflect details of your school's Active School Leaders (ASL) program.

Each of the following documents is available as a Microsoft Word document and can be downloaded from the Sport and Recreation Queensland website in the *school community members section* at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au).

They are designed so you can easily include your school's details into the documents to make them more relevant to your students. Another idea is to print them on your school letterhead.

Pro-forma document	Description
<b>1. ASL Action Plan</b>	The action plan details what needs to be done to achieve the ASL program objectives, when they will be done, who will do them and the resources that are required.
<b>2. ASL Fact Sheet</b>	The ASL fact sheet should be included in ASL information kits for parents and other interested parties such as potential supporters or sponsors.
<b>3. ASL Duty Statements</b> 3.1 ASL coordinator 3.2 ASL participant supervisor 3.3 ASL leader supervisor 3.4 ASL student leader	These duty statements help ensure consistency in the program and minimise any confusion about expectations. The statements can be modified to suit your school's ASL program. Each ASL member should be given a copy of their duty statement as part of their ASL information kit.
<b>4. Advertisements to recruit leaders</b> Advertisement 1 Advertisement 2	These advertisements could be placed in the school magazine, newsletter, library or tuckshop or local community newspapers.
<b>5. Letter to parents of leaders</b> (with tear-off parental permission form)	This letter, designed to foster support and help identify interested students, could be sent home prior to <i>leaders</i> being selected. It can be modified to suit the needs of your school.
<b>6. Letter to parents of participants</b> (with tear-off parental permission form)	This letter, designed to foster support and help identify interested students, could be sent home prior to <i>participants</i> being selected. It can be modified to suit the needs of your school. You may wish to add specific details about timing, transport and supervision as required.
<b>7. ASL Leader's Handbook</b>	This handbook should be modified to suit your school's ASL program, the leaders' training program and <i>participants'</i> activity program chosen by your school. The <i>supervisors</i> should prepare the handbook and provide it to the <i>leaders</i> .

<b>8. ASL Leader's Agreement</b>	The <i>supervisor</i> should inform <i>leaders</i> of the tasks and responsibilities set out in the agreement and ensure they understand the commitment they are making. <i>Supervisors</i> should provide <i>leaders</i> with their copy and ensure they keep it in their handbook.
<b>9. ASL Leader's Commitment</b>	The <i>leader's</i> commitment could be used to reinforce the agreement. <i>Supervisors</i> could provide <i>leaders</i> with a copy and ensure they keep it in their handbook.
<b>10. ASL Leader's Code of Behaviour</b>	<i>Supervisors</i> need to ensure <i>leaders</i> are aware of and understand the code of behaviour. Provide <i>leaders</i> with a copy and ensure they keep it in their handbook.
<b>11. Launch Checklist</b>	ASL team can use this checklist to assist if organising a launch.
<b>12. ASL Leader's Performance Checklist</b>	<i>Supervisors</i> can use this checklist as a positive tool to generate discussion on a <i>leader's</i> progress.
<b>13. ASL Leader's Lesson Plan</b>	A lesson plan is essential to providing good physical activity experiences for <i>participants</i> . <i>Supervisors</i> should provide <i>leaders</i> with a suitable number and format.