

get active  
QUEENSLAND

Support  
an Active  
Learner

Facilitator's Manual



Queensland Government  
Sport and Recreation Queensland

CLICK ON  
[www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au)  
AND GET ACTIVE!

### Disclaimer

This publication has been compiled to assist teachers and administrators to work with parents and volunteers who want to help young people participate in physical activity, and is distributed by the Department of Innovation and Information Economy, Sport and Recreation Queensland (DIIESRQ) as an information source only. It should not be treated as an exhaustive statement on the subject.

While DIIESRQ believes that this publication will be of assistance to its readers, it is provided on the basis that readers are responsible for making their own assessment of the topics discussed in this publication.

DIIESRQ expressly disclaims all liability for errors or omissions of any kind whatsoever (whether negligent or otherwise) or for any loss, damage or other consequence which may arise from any person relying on the material contained in this publication.

The publication is issued on the understanding that DIIESRQ is not engaging in rendering any legal or other professional service. Recipients are encouraged to seek independent advice if they have any concerns about the material contained in this publication.

### Copyright

(c) The State of Queensland (Department of Innovation and Information Economy, Sport and Recreation Queensland).

Year of publication: 2003

The Queensland Government supports and encourages the dissemination and exchange of information. However, copyright protects this publication.

Apart from any fair dealing as permitted under the *Copyright Act 1968*, no part of this publication may be reproduced or used for any commercial purposes whatsoever without the prior written permission of Sport and Recreation Queensland.

Sport and Recreation Queensland also asserts the right to be recognised as author of this material and the right to have its material remain unaltered.

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

ISBN 0 7242 9698 0

### 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>Introduction</b>	<b>1</b>
<b>Eight training workshops - an overview</b>	<b>3</b>
<b>Workshop preparation</b>	<b>4</b>
<b>Workshop 1 - Supporting an active learner</b> - expectations, roles and responsibilities	
<b>Workshop 2 - How physical activity works within the school setting</b>	
<b>Workshop 3 - Skills for locomotor and non-locomotor activities</b>	
<b>Workshop 4 - Large and small ball skills</b>	
<b>Workshop 5 - Other recreation activities including</b> moving with rhythm and creativity	
<b>Workshop 6 - Swimming and water based activities</b>	
<b>Workshop 7 - Group and team games</b>	
<b>Workshop 8 - Organisational skills for assisting at school events</b>	

# Introduction

This *Get Active Queensland Support an Active Learner Facilitator's Manual* provides information for *Support an Active Learner* facilitators to gain an understanding of the training workshops to be offered to parents and volunteers and is used when conducting the workshops.

*Support an Active Learner* is a training package for schools to use to improve parents' and volunteers' confidence and knowledge of physical activity so they are better able to assist teachers and students undertaking physical activity.

More information about the *Support an Active Learner* program is provided in the *Introductory Booklet*, which should be read before using this manual. The *Introductory Booklet* contains detailed information on the implementation of *Support an Active Learner* in schools, roles and responsibilities, the benefits for everyone involved, the importance of volunteers and the links to the *Health Promoting Schools* framework.

## About the workshops

There are eight *Support an Active Learner* workshops covering a range of topics to help participants gain the knowledge and skills to assist them to work with young people undertaking physical activity.

Workshop facilitators may negotiate with parents and volunteers which workshop combinations will be offered according to availability of facilities, school organisation, the school's specific requirements for volunteers and the time available. Some combinations are suggested in the *Introductory Booklet*.

The workshops are designed to be 'hands on' and activity-based as much as possible to provide participants with the opportunity to participate fully in the activities and experience the issues and strategies being suggested. However, it is likely that some volunteers in some environments (eg swimming) may prefer to observe rather than fully participate.

It is expected that workshop facilitators will model activities appropriately and reinforce any safety considerations. Workshop facilitators should also remind participants of the opportunities to consolidate what they have been doing with the follow up activities and information in the *Participant's Handbook*.

Each workshop:

- provides participants with the basic skills required for a range of physical activities in primary and secondary schools that can be built upon;
- highlights some of the safety considerations that are appropriate when working with young people in physical activity contexts;
- provides participants with opportunities to become better acquainted with the organisation of physical activity programs/events within the school community, and give them knowledge and skills to run these programs/events if desired.

The workshop material is cross-referenced to the relevant sections of the *Introductory Booklet* and *Participant's Handbook*. References are also made to other useful physical activity resources such the Australian Sports Commission's *Sport It* and *SportStart* and Sport and Recreation Queensland's *Daily Physical Activity Guide for Schools*.

*Note: Master sheets for activities and overhead transparencies are provided at the end of each workshop section.*

## Workshop structure

Each workshop is structured using the following format:

### **Title and focus**

Each workshop has a title that reflects its content and skills focus. A rationale for the skills focus is also provided and links are made to the relevant core content of the *Health and Physical Education Years 1-10 Syllabus*, where appropriate.

### **Pre-workshop requirements**

This identifies any pre-reading for the facilitator, any setting up required and any considerations they may need to tell participants.

### **Materials required**

A checklist of all materials and equipment needed for the workshop.

### ***Orientating, enhancing, synthesizing***

These three headings are used as a framework to organise activities and guide participants.

### ***Intended outcomes***

This provides the learning opportunities that should be provided for participants. It is intended that workshop participants should be able to demonstrate a series of outcomes by the conclusion of each workshop.

### **Safety note**

All volunteers need to be adequately trained in the area in which they wish to assist. This has implications for the safety of young people participating in physical activity programs, for the confidence level of volunteers and for the nature of their involvement in the program.

Volunteers and facilitators need to be aware that these workshops will provide a basic level of training, and are not designed to provide accredited coaching qualifications. Participants wishing to pursue accreditation can follow up by accessing the Sport and Recreation Queensland website at [www.sportrec.qld.gov.au](http://www.sportrec.qld.gov.au). An exploration of the roles of teachers and volunteers is offered in Workshop 1.

# Eight training workshops - an overview

## Workshop 1 – Supporting an active learner – expectations, roles and responsibilities

In this workshop participants consider:

- roles and responsibilities of the volunteer; and
- the physical activity 'classroom' and how it is different from a regular classroom.

## Workshop 2 - How physical activity works within the school setting

Workshop 2 focuses on an understanding of the:

- importance of physical activity in the lives of young people and ways young people can be supported in physical activity;
- concept of physical activity within a socio-cultural context;
- links between the school physical activity program and documents such as the *Health and Physical Education Years 1-10 Syllabus* and the *Health Promoting Schools* framework; and
- terminology in physical activity programs.

## Workshop 3 - Skills for locomotor and non-locomotor activities

In Workshop 3 participants learn about working with young people to improve two of the fundamental skills of physical activity - locomotor and non-locomotor skills. Locomotor skills occur when the body travels from one place to another, either across a surface or through space. This would include walking, running, crawling, rolling, swimming, skipping, hopping or jumping. Non-locomotor skills require the body to perform a skill whilst remaining in one spot. For example, this may include balancing on various body parts, pivoting with one foot planted, wiggling the body with the feet planted firmly on the ground, or practising a golf swing without moving the feet.

## Workshop 4 - Large and small ball skills

In this workshop participants explore the skills required for one of the most common pieces of equipment included in many sports, games or physical activities - the ball. Participants learn how to manipulate the ball using hands, feet, a racquet or stick.

## Workshop 5 - Other recreation activities including moving with rhythm and creativity

Workshop 5 provides participants with an overview of some of the skills required for recreation activities that may be available to young people such as yoga, tai chi, aerobics and dance.

## Workshop 6 - Swimming and water-based activities

In this workshop, participants have the opportunity to learn some of the skills necessary to support young people as they practise stroke development and are involved in water-based games.

## Workshop 7 - Group and team games

During this workshop, participants learn skills to assist young people effectively participate in team games, sports or activities. In particular, participants learn about selection of teams, ways to organise teams to ensure maximum participation and cooperation, and skills and strategies in team events.

## Workshop 8 - Organisational skills for assisting at school events

This workshop provides participants with skills to assist at school events such as swimming and athletics carnivals and community events such as fun runs. Participants learn about basic organisational skills such as how to run a round robin event. Selection of workshop content will depend on the facilities and events that are available within the school and community.

## Workshop preparation

Facilitators should read the *Implementation of Support an Active Learner* section in the *Introductory Booklet* which provides valuable information on implementation. The school will need to advertise the availability of the program, its purpose and its intended outcomes.

School personnel should be clear on the expectations and responsibilities of all involved when working with volunteers and remember that volunteers are giving up their time to work with the school and young people.

School personnel need to be clear on:

- ways in which schools would like to use the volunteer in their setting;
- information that will need to be provided to the volunteer;
- information that schools require from the volunteer;
- issues of confidentiality and how they will be addressed;
- possible issues arising from volunteers wanting to work with their own children;

- steps that will be taken to support and encourage the volunteer in working appropriately with young people, and how schools might address any issues of inappropriate behaviour; and
- legal responsibilities of the school personnel and how they differ from those of a volunteer.

It is recommended that schools make contact, in writing, with each of the workshop participants to ensure they are clear on the date, time, venue and brief overview of the content/format for workshops (see Master on the next page). Facilitators will need to complete the date, time and venue prior to copying and sending out.

The *Support an Active Learner Coordinator* will also need to ensure that sufficient copies of the relevant sections of the *Participant's Handbook* are available for each participant when they attend their first workshop.

It is important that all participants are provided with the information on pages 1 to 15 of the *Participant's Handbook* as well as the specific workshop material.

## Master – Eight Training Workshops

Provide the relevant workshop to the participants.

### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 1 - Supporting an active learner - expectations, roles and responsibilities

In this workshop participants consider:

- roles and responsibilities of the volunteer; and
- the physical activity 'classroom' and how it is different from a regular classroom.

Venue ..... Date ..... Time .....

Contact ..... Phone .....



### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 2 - How physical activity works within the school setting

Workshop 2 focuses on an understanding of the:

- importance of physical activity in the lives of young people, and ways young people can be supported in physical activity;
- concept of physical activity within a socio-cultural context;
- links between the school physical activity program and documents such as the Years 1-10 Health and Physical Education Syllabus and the Health Promoting Schools framework; and
- terminology in physical activity programs.

Venue ..... Date ..... Time .....

Contact ..... Phone .....



### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 3 - Skills for locomotor and non-locomotor activities

In this workshop participants learn about working with young people to improve two of the fundamental skills of physical activity - locomotor and non-locomotor skills. Locomotor skills occur when the body travels from one place to another, either across a surface or through space. This would include walking, running, crawling, rolling, swimming, skipping, hopping or jumping. Non-locomotor skills require the body to perform a skill whilst remaining in one spot. For example, this may include balancing on various body parts, pivoting with one foot planted, wiggling the body with the feet planted firmly on the ground, or practising a golf swing without moving the feet.

Venue ..... Date ..... Time .....

Contact ..... Phone .....



---

### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 4 - Large and small ball skills

In this workshop participants explore the skills required for one of the most common pieces of equipment included in many sports, games or physical activities - the ball. Participants learn how to manipulate the ball using hands, feet, a racquet or stick.

Venue ..... Date ..... Time .....  
Contact ..... Phone .....



---

### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 5 - Other recreation activities including moving with rhythm and creativity

Workshop 5 provides participants with an overview of some of the skills required for recreation activities that may be available to young people such as yoga, tai, chi, aerobics and dance.

Venue ..... Date ..... Time .....  
Contact ..... Phone .....



---

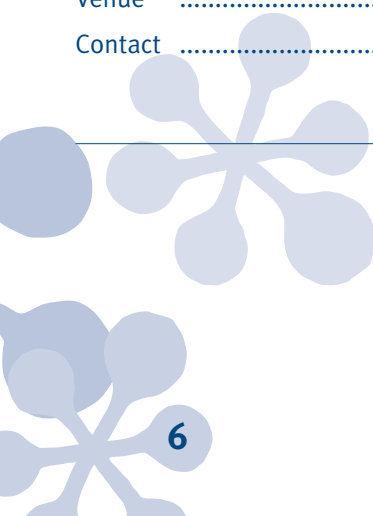
### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 6 - Swimming and water-based activities

In this workshop, participants have the opportunity to learn some of the skills necessary to support young people as they practise stroke development and are involved in water-based games.

Venue ..... Date ..... Time .....  
Contact ..... Phone .....



### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 7 - Group and team games

During this workshop, participants learn skills to assist young people effectively participate in team games, sports or activities. In particular, participants learn about selection of teams, ways to organise teams to ensure maximum participation and cooperation, and skills and strategies in team events.

Venue ..... Date ..... Time .....  
 Contact ..... Phone .....



### Get Active Queensland Support an Active Learner

Thank you for your interest. You are registered to attend the following *Support an Active Learner* workshop.

#### Workshop 8 - Organisational skills for assisting at school events

This workshop provides participants with skills to assist at school events such as swimming and athletics carnivals and community events such as fun runs. Participants learn about basic organisational skills such as how to run a round robin event. Selection of workshop content will depend on the facilities and events that are available within the school and community.

Venue ..... Date ..... Time .....  
 Contact ..... Phone .....

