### Project Name

**5# COACH (Coaching Recreational Activities)**

### Project Overview

Students (in pairs) will plan and run skills based activity sessions where they will:
- Choose a specific skill within a game to explain and demonstrate.
- Run drills that target the skill and give feedback to students.
- Incorporate the skill into a game.

### Time Frame

15 weeks

### Focus Units of Competency

- BSBWOR202 Organise and complete daily work activities
- SISXIND001 Work effectively in sport, fitness and recreation environments
- SISXCAI001 Provide equipment for activities
- SISXCCS001 Provide quality service
- SISXCAI002 Assist with activity sessions
- BSBCM101 Apply basic communication skills
- SISXCAI007 Assist with activities not requiring equipment
- SISXCAI006 Facilitate groups

### Assessment Tools

- Observation checklist (OB4)
- Question checklist (Q5)
- Product review (SP2)

### Benchmarking Tool

G:\Coredata\Curriculum\Health and Physical Education\Sport and Recreation\Sport and Recreation 2018

### Conditions of Assessment

- Observables skills are to be demonstrated continuously throughout the term.
- Students are required to plan and run a minimum of **3 sessions with 3 different client groups (classes)**.
- Students will not be able to run sessions until session plans have been approved by trainer.
- Feedback will be given to students throughout the term to address any gaps in their skills.

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**Student Name:** [Name]

**Project start date:** [Date]

**Student signature:** [Signature]

**Trainer/ Assessor name:** [Name]

**Signature:** [Signature]
### Observable Skills Checklist (OB4)

**Evidence gathering conditions and requirements**
- Evidence is to be gathered continuously over the course of the project.
- Students who are not demonstrating the below mentioned skills are to be notified early enough in the term to allow time for them to address any gaps in their skills.
- Students must demonstrate the below mentioned skills consistently throughout the project.

**Student’s vocational role**
The student’s role within this task is to become familiar with the collaborative process of working with colleagues and supervisors to produce outcomes for client groups.

**Instructions for Trainer/Assessor**
- Talk through the observed skills with the students at the start of the project.
- Throughout the course of the project continue to verbalise the required skills and highlight situations where the skills are being demonstrated.
- Students who have gaps in their skills are to be identified and spoken to individually and then documented on the checklist (please note: students need to be given sufficient time to address the mentioned gaps before the end of the project).
- On completion of the project all the students who have demonstrated competency are to be signed off on their observational skills. Students who still have identified gaps will have the opportunity to complete competency within the following project.

*Only part unit competencies will be achieved by the end of this project*

**Instructions for Student**
Students receive a copy of this assessment tool and are to be taken through the instructions as a group at the start of the project. **On completion of the project students are to take this booklet to their trainer for sign off.**

<table>
<thead>
<tr>
<th>Item</th>
<th>What the trainer/assessor expects to see while the student is undertaking this project/task</th>
<th>Gaps identified</th>
<th>Trainer Feedback</th>
<th>Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Establish structure of session(s) in relation to Sequence of activities, skills focus, group management.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>Choose and set up appropriate equipment relevant to the size of the group, ability levels and risk management.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>Clearly communicate the objectives and structure of the activities in relation to sequence and focus skills.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>4</td>
<td>Address any safety concerns and risk management strategies.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>5</td>
<td>Clearly communicate the skills through precise instructions and demonstration.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>6</td>
<td>Give constructive feedback to participants in relation to performance of the skills.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>7</td>
<td>Structure mini games that allow participants to practice focus skill.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>8</td>
<td>Give participants Feedback on activity.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</tbody>
</table>
### SIS20115 Certificate II Sport & Recreation

#### 3 Centenary Heights SHS

**Version:** 4  
**Review Date:** Dec 2018

<table>
<thead>
<tr>
<th>Item</th>
<th>What the trainer/assessor expects the student to have done and produced at the end of the project/s</th>
<th>Item filed</th>
<th>Feedback</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Rough drafts (3) completed and sighted by trainer with outlines of structure. Saved copies on OneNote.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2</td>
<td>Final copies (3)- Structure of the session including the progression of activities from warm up, demonstrating the skills, drills &amp; games. A plan of how everything will be set out. Saved copies on OneNote.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3</td>
<td>Reflections- contains information on what went well, changes that were made and what could be improved. Saved copies on OneNote.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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### Product Review (SP2)

#### Instructions for the Trainer/ Assessor & Student

| Evidence gathering conditions and requirements | Students are to be given 1 lesson of class time to develop their session plans.  
| Students must present draft session plan to trainer for approval before running activity.  
| Students must complete reflection section of session plan including feedback from clients before filing for final submission. |

| Student's vocational role | The student's role within this task is to become familiar with the collaborative process of working with colleagues and supervisors to produce outcomes for client groups. |

| Instructions for Trainer/Assessor | Trainers are to ensure there is a variety of activities being delivered by the students by establishing what each pair is going to deliver before session plans are developed.  
| Trainers are to organise the classes that will become the client groups for the students.  
| Trainers are to ensure that each pair run sessions for at least 3 different groups.  
| Trainers are to be familiar with the oral questioning tool and pose these questions to the students throughout the project. |

*Only part unit competencies will be achieved by the end of this project*

| Instructions for Student | Students are to ensure that within their pair group the workload is shared equally, both in the creation of the sessions and the running of the sessions. |

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#### Result of Observations:

**Satisfactory:** ☐  
**Unsatisfactory:** ☐  
**Incomplete:** ☐
## Direct Questioning Checklist (Q5)

### Instructions for Trainer/Assessor

- The listed questions are to be posed to the group continuously throughout the project.
- The listed responses to each question are to be elicited from the students taking responsibility for each activity.
- Make note of any gaps in student responses on their checklist and notify the student to be aware of those questions in future sessions.
- Students are to be given multiple opportunities to give responses to the questions.

### Questions the trainer should expect the student to respond to

<table>
<thead>
<tr>
<th>Questions</th>
<th>Key points the student should include in their responses</th>
<th>Gaps identified</th>
<th>Completed</th>
</tr>
</thead>
</table>
| 1. What are the key points you want the participants to focus in on? | - Biomechanics (body positioning)  
- Implement control  
- Spatial awareness | ☐ | ☐ |
| 2. How can you make sure you are giving positive feedback at the same time as picking up on aspects of a skill that need to be worked on? | - Find something the participant is doing well to include with the improvement comment.  
- Maintain positive verbal and body language. | ☐ | ☐ |
| 3. What would you do if a participant is struggling with a skill? | - Modify the drill  
- Change the difficulty of the skill  
- Modify the equipment | ☐ | ☐ |

### Project Completion

<table>
<thead>
<tr>
<th>Project Completion</th>
<th>Satisfactory: ☐</th>
<th>Unsatisfactory: ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Signature:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trainer/ Assessor Signature:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Result of Product

<table>
<thead>
<tr>
<th>Satisfactory:</th>
<th>Unsatisfactory:</th>
<th>Incomplete:</th>
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<tbody>
<tr>
<td></td>
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</table>

### Result of oral responses

<table>
<thead>
<tr>
<th>Satisfactory:</th>
<th>Unsatisfactory:</th>
<th>Incomplete:</th>
</tr>
</thead>
<tbody>
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