

# SOUTH AUSTRALIAN NATIONAL FOOTBALL LEAGUE



## LEVEL 1 COACH ACCREDITATION WORKBOOK

First Name ..... Last Name.....

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Club Coached ..... Team .....

Course attended (League Club) .....

Venue ..... Date .....

SANFL Development Manager .....

Address .....

Regional Development Coordinator (Country) .....

Address .....

.....

Return this workbook to the DM (metro) or RDC (country) by .....



<b>WORK BOOK CONTENTS</b>	<b>PAGE</b>
Introduction	4
The Level 1 Programme – The Roles of the Coach	5
Philosophy of the Coach	7
The Skills/Drills/Games of Auskick, Aussie Footy, Youth Footy	11
<ul style="list-style-type: none"> <li>▪ The Skills of Australian Football</li> <li>▪ Stages of learning/Teaching the Skills/Drills</li> <li>▪ Games/Rules (Umpiring)</li> </ul>	
Fitness for Football	15
<ul style="list-style-type: none"> <li>▪ Components of physical fitness</li> <li>▪ Fitness for Australian Football</li> </ul>	
Communication and Group Management Planning	19
<ul style="list-style-type: none"> <li>▪ Australian Football Policy</li> <li>▪ Structure of the Game and Club</li> <li>▪ The Coach and Administration</li> <li>▪ Duty of Care – Safety, Medical Issues</li> </ul>	
Mentor Coach Association/Assessment	27
Assessment of Competencies	33
Feedback Sheet	34

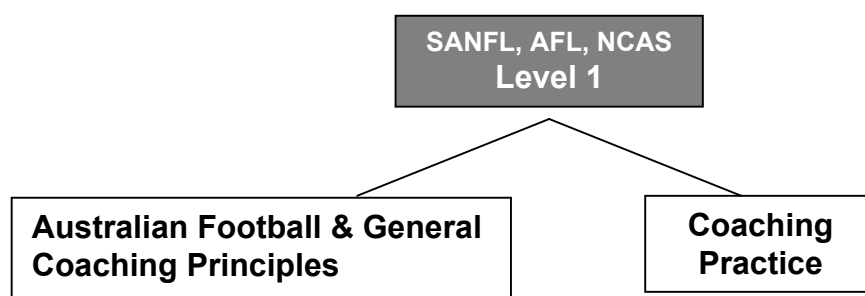
## **SEMINAR TOPICS**

Coaching Team Tactics for Young Players  
 Coaching Children  
 Females in Australian Football  
 Coaching Athletes with Disabilities  
 Nutrition  
 Ergogenic Aids for Young Players  
 Psychology for Young Aussie Rules Players  
 Developing Life Skills for the Young Player

# INTRODUCTION

## THE SANFL LEVEL 1 COACH ACCREDITATION COURSE

To qualify for Level 1 Coach Accreditation with the South Australian National Football League (SANFL), the Australian Football League (AFL), and the Australian Coaching Council (ACC) coaches must complete the Level 1 Program listed in the contents and complete this workbook. The workbook is to be submitted to the DM (metropolitan) or RDC (country) as per the front page.



### The components of the Level 1 Australian Football Coach Accreditation Course

The Level 1 Courses are conducted by the SANFL Coaching Coordinator through the Development Managers in each of the SANFL league clubs and assisted by the Regional Development Coordinators in 5 country regions of SA.

## THIS WORKBOOK

The main purposes of this workbook are –

- To correspond with the Assessment Tasks of the Curriculum.
- To provide ‘hands on – Mentor’ scenarios for participants to prepare themselves for the practical application of the curriculum topics to their coaching practice.

The key competencies that the coach should achieve are –

- Planning a yearly programme for their team
- Planning a training session
- Conducting a training session in an appropriate and safe manner
- Evaluation of strengths and weaknesses of own, and mentor coach’s, training session with a view to improving future sessions.

## COURSE COORDINATORS

Course Coordinators of the SANFL Coach Accreditation Courses may use this workbook as the basis of their assessment of coaches through the participant coach’s successful completion of the workbook. In particular, this workbook is appropriate as a home study guide and assessment tool for coaches in remote centres.

This workbook corresponds to the new competency based Australian Football Coaching Principles Curriculum published by the AFL in conjunction with the ACC.

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# ROLE OF THE COACH

(To be completed at the Lecture Course)

(Reference: Level 1 Coaching Manual, Chapter 1, pp 6-11.)

The coach fulfills a variety of roles.

Which roles do you think you will carry out? Put a number next to the each entry to signify their order of importance in your plan.

- ( ) .....
- ( ) .....
- ( ) .....
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State why you have chosen numbers 1 to 3 as your key roles?

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Are there any roles that you would not be prepared to fulfill? State why.

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Coaches have been classified into various types in the Level 1 Coaching Manual. Which type, or combination of types, do you think will best suit you? Explain why?

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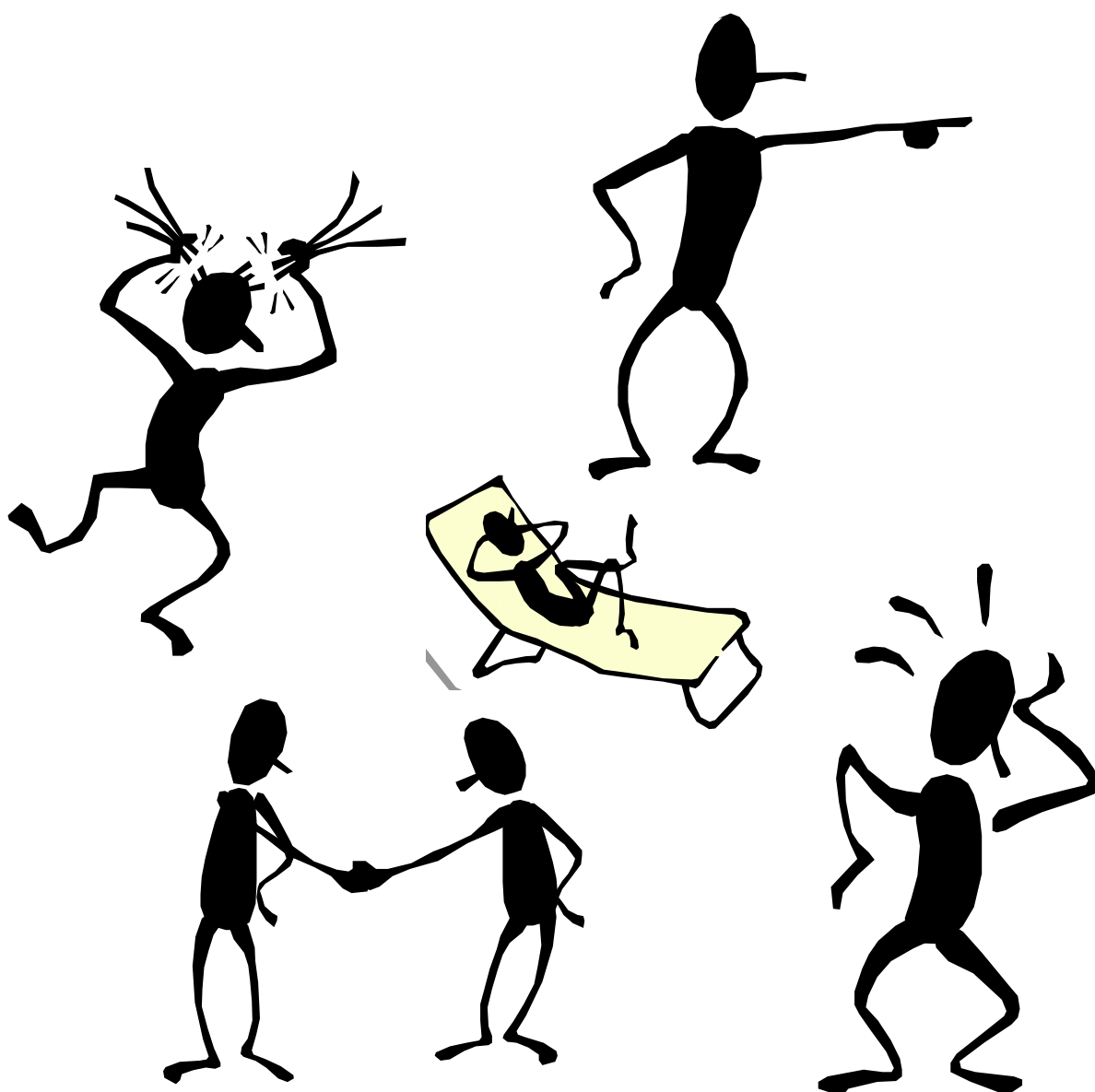
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### Body Language is important



# PHILOSOPHY OF THE COACH

**Incorporates Safety & Medical Issues**

(To be completed at the Lecture Course)

(Reference: Auskick National Coaching Manual pp 15-24, 57-60, 162-167 and L1Coaching Manual pp 61-69)

Your Coaching philosophy will be the ideals you hope to put forward as a coach of your squad and team.

In each of the ten (10) spaces below give a reason why you think coaching is a good thing to do.

Reason 1

Why? .....

Reason 2

Why? .....

Reason 3

Why? .....

Reason 4

Why? .....

Reason 5

Why? .....

Reason 6

Why? .....

Reason 7

Why? .....

Reason 8

Why? .....

Reason 9

Why? .....

Reason 10

Why? .....

## Your Coaching Philosophy

Why do you coach and what do you aim to achieve?

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## **CODE OF ETHICS FOR SANFL COACHES**

### **KEY PRINCIPLE**

#### ❖ TEAMWORK

A positive relationship between the Club Administration, SANFL, and Public on the one hand, and the Players on the other, is essential to demonstrate this key ingredient of the Game both on and off the field.

### **SUPPORTING INDICATORS/PRINCIPLES**

#### ❖ RESPONSIBILITY

SANFL coaches are personally responsible for the decisions they make in the course of their employment. They are expected to be aware of the reasonably foreseeable consequences of their actions and to make every effort to ensure that they work in an appropriate manner, which has utmost regard for the highest standards of Coaching as a profession.

#### ❖ COMPETENCE

Coaches must show appropriate skills and competencies in the areas of coaching practice and are expected to maintain and continue to develop those skills and competencies through an ongoing programme of professional development.

#### ❖ PROPRIETY

Coaches must be aware of the SANFL Code of Ethics and actively demonstrate their support of this code in the workplace. Coaches must refrain from any act that could bring the SANFL, or the Game, into disrepute.

#### ❖ INTEGRITY

Coaches are expected to be honest and sincere in their relationships with the people with whom they interact in the course of their professional and personal duties.

#### ❖ EXCELLENCE

SANFL Coaches are expected to give of their best, and stimulate the same from others, in all aspects of their coaching role.

### **Coaches are expected to –**

1. Respect the rights, dignity, and worth of every human being.
2. Ensure that the player's time spent with the Coach is a positive experience.
3. Treat each player as an individual.
4. Act professionally and accept responsibility for their actions to provide -
  - A quality service for the players
  - An operating environment within the rules and spirit of the Game.
  - A safe environment for training and competition.
  - A positive role for Australian Football and players.
5. Ensure physical contact is –
  - Appropriate to the situation.
  - Necessary for the players' skill development.
6. Refrain from any form of personal abuse and harassment towards the players, officials, and patrons.
7. Provide a safe environment for training and competition.
8. Show care and concern towards sick and injured players.
9. Encourage interaction with the media and public.
10. Promote player progress.



## **CODE OF ETHICS SCENARIOS**

Explain what you would do in each of the following scenarios:

### **Scenario 1:**

The Under 17 team of your club has come from the First Semi-final to the Grand Final. During the third quarter your centreman, and top player, has twisted his knee.

The player is taken from the ground, examined by the head trainer (Level 2 qualified), and you substitute the player. Unfortunately the team does not get the same attack from the new player.

At three quarter time the head trainer advises that the player's injury is serious and that he should not take any further part in the game, particularly since the injury is a recurring one. The player is not happy, disagrees with the trainer, puts on a knee brace that he has in his bag, and says he is ready to go back onto the field.

The game is very close with only 10 points in it and your team kicking with a slight breeze.

What would you do as the coach?

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Why?

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### **Scenario 2:**

One of your best players, who has been chosen in the Primary School State Team, is taunting a less capable player. The situation has reached the stage where the poorer player says he won't be there any more. The retiring player is very enthusiastic, tries very hard, and is very reliable.

What would you do as the coach to solve the problem?

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Why?

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Scenario 3:

You have just made the finals of the Under 14 football competition in a minor league.

The by-laws of the competition say that each team must submit the birth certificates of its players. Your club has made an oversight and not done this. The Association Secretary informs you that you must submit the information before you can play in the finals. You quickly get the job done only to discover that there is one person who is two days too old for the competition.

What would you do as the coach?

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Why?

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**SOME PHILOSOPHY FROM REGGIE'S BOOK OF QUOTES.**

**Courage is the resolve to not give up and to make the most of what you have got.**

**The true courageous spirit of the footballer is about developing and persevering despite the fear, the challenges and the problems.**

**If you are waiting for the players to show initiative to set the light burning at the end of the tunnel, try striding down the tunnel and lighting the bloody thing yourself.**

**In the end it is not what we profess but what we practice that really matters.**

**Remember! If you destroy someone else's resolve it doesn't make your resolve look any better. But if you enhance your resolve - well, try it and see what happens?**

# TEACHING FOOTBALL SKILLS/GAMES

(Reference: Auskick National Coaching Manual pp 9-13, 27-33, 19-54, 63-93, 137-152 and Level 1 Coaching Manual, Chapter 2, pp 7-19.)

Give key points in each of the following stages of learning.

## 1. Early stage of learning

- .....
- .....
- .....
- .....
- .....

## 2. Intermediate stage of learning

- .....
- .....
- .....
- .....
- .....

## 3. Final phase

- .....
- .....
- .....
- .....
- .....

What coaching techniques should be emphasised in each of the three stages of learning?

- .....
- .....
- .....
- .....

Skill practice should occur as soon as possible after the demonstration/explanation. Explain why?

- .....
- .....
- .....
- .....
- .....
- .....

When extending simple skills the beginner should gradually be introduced to the stresses of a real contest. Using the skill of Kicking, or Handball, develop a series of 4 drills that extend from the simple skill to the complex skill by gradually introducing competition-like stress.(Use diagrams if necessary to illustrate your drills)

Simple Skill



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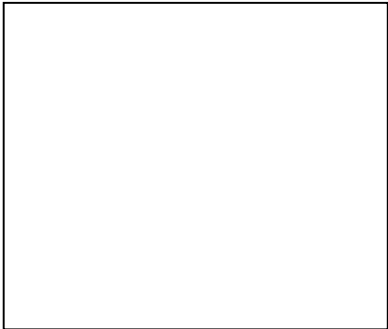
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Extension One



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Extension Two



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Extension Three



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# TEAM PLAY AND TACTICS

(Reference: Auskick National Coaching Manual pp 63-93 and Level 1 Coaching Manual, pp 41-47 & 71-75.)

1. What is the difference between an open and closed sport/activity? What type is Australian Football?

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2. How will this affect the team play/tactics of your team?

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3. How would you like your team to play/look? How will you achieve this?

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4. Relate this to having team rules.

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**A TACTICAL THOUGHT FROM REGGIE - The time to be in front is when the ball comes. Be prepared to change your position (side, front, or back) to best cover your opponent and to be able to get to the ball first to spoil, mark, receive from a teammate, etc.**

5. Outline a basic game plan for your team. Consider age, ability, number of players and type of players. (Keep as simple as possible)

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6. Youth/Senior Coaches Only.

- a) Outline a centre bounce or boundary throw in set up.

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- b) If your team is losing the ball at the centre what will you attempt to do to counter the opposition?

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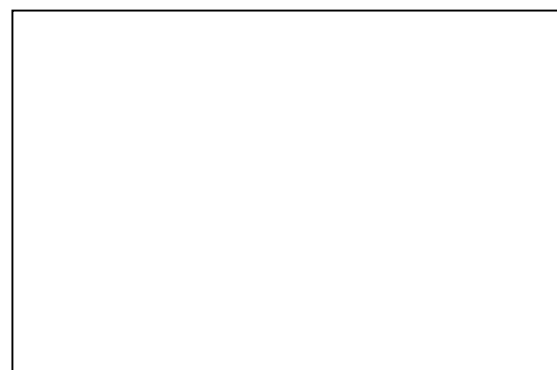
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**ANOTHER TACTICAL THOUGHT FROM REGGIE –**

**Don't try to achieve too much too quickly. Changes in team play & tactics will take many weeks and much practice with meaningful feedback.**

**Don't underestimate the need to always enhance kicking skill as a key weapon in your team play – it is a very powerful tool.**

# FITNESS FOR FOOTBALL

(Reference: Level 1 Coaching Manual, pp 49-59.)s

1. List the components of fitness. Provide examples of these fitness components in Australian Football.

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2. Which component of fitness has the most relevance to the age group you coach? Why? Identify the age group you coach.

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3. Design and explain a relevant training activity to develop this fitness component.

FITNESS ACTIVITY	DIAGRAM/EXPLANATION	TIME
Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		

4. Body weight or light free weight exercises can be used to develop muscular strength and endurance for adolescents under 16 years of age. Design a free weight/body weight circuit, which targets the muscles of the legs, shoulders, arms and abdomen.

EXERCISE	COACHING POINTS	REPETITIONS	SETS

How much time would you devote to this at your practice session? How important will it be in your training regime?

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**LEADERSHIP, AND COACHING IN A TEAM GAME LIKE AUSTRALIAN FOOTBALL, is the art of assembling a group of people with a will, a want, and a resolve to pursue a particular interest and then changing/developing that group from what it is into a formidable team.**

**It is reassuring for people to have as a boss, someone who provides answers and charts a course of action.**

**The good leader knows that constant interruption and intervention will block the team's progress.**

**And the great leader will handle uncertainty best through establishment of a clear picture in each team member's mind.**

*From Reggie's book of quotes*



Fold the Year Calendar & insert  
the Calendar into these pages



# COMMUNICATION & GROUP MANAGEMENT PLANNING

(Reference: Auskick National Coaching Manual pp 35-37 and Level 1 Coaching Manual, pp 21-39.)

If the 3 key areas to plan for a successful program are,

- The Year Plan (phases),
- The Training Session Plan, and
- Match Day Plan,

State the main ingredients you will have to consider to develop each area?

The Year Plan	The Training Session Plan	The Match Day Plan
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•
•	•	•

Some Planning Considerations to insert above

## Major Dates

Public holidays  
School holidays  
Season dates  
Competition dates  
Inter – Association Dates  
State team practices  
Practice days  
Trial games

## Special Events

Parent/Coach nights  
Social Occasions  
Holiday Clinics  
Camps

## Coaching

Coaches Meetings  
Seminars  
Club meetings  
Association meetings  
Special workshops  
Newsletters

## THE YEARLY PLAN

***List the events that need to be included in your yearly plan***

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....
9. ....
10. ....
11. ....
12. ....
13. ....
14. ....
15. ....
16. ....
17. ....
18. ....
19. ....
20. ....

***Make a list of people who you might ask to assist with the program.***

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

## **THE TRAINING SESSION PLAN**

***The following questions need to be considered when planning your training session:***

- How will you plan your coaching session to include a warm up, skill instruction, skill practice, conditioning, cool-down, evaluation?
- Would you address each section above separately or combine them?
- Would you use drill activities, or games, or a combination?

***With consideration to the above questions fill out the table showing how you will divide your training session and the time spent on each section. If any sections are not part of your plan, or you combine them, indicate this in the table.***

SECTION	AIM	TIME
TOTAL TRAINING TIME:		

***Why do you think this plan is appropriate for the group you are coaching?***

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## TRAINING SESSION PREPARATION

Using the Training Session Plans provided complete the following two Activities.

### Session 1

**Plan a session that you would use to develop the kicking skills of your team.**

**Give an example of a couple of extension activities to be used after the first session.**

### Session 2

**Plan a session that you would use to develop the handball skills of your team.**

**Give an example of a couple of extension activities to be used after the first session.**

You may use the following parts to draw up the session, or, add or subtract, as you require.

Warm Up, Skill Instruction, Skill Practice, General Practice, Minor Game, Cool Down.

EXAMPLE TRAINING SESSION PLAN -		
Aim of the Session: Kicking to space		
Equipment Required: One football between 2, markers.		
SECTION	DIAGRAM/EXPLANATION	TIME
<b>WARM UP</b> Key Points: <ul style="list-style-type: none"> <li>Control of ball to foot</li> <li>Flight of ball</li> <li>Taut instep</li> </ul>	Players in pairs <ol style="list-style-type: none"> <li>15m apart kicking while stationary</li> <li>30m apart, run 10m kick 20m</li> <li>40m apart, run 10m kick 20m to 10m lead</li> </ol>	15 mins
<b>SKILL INSTRUCTION</b> Key Points: <ul style="list-style-type: none"> <li>Flighting ball to space</li> <li>Timing lead</li> <li>Recovery to position</li> </ul>	<div style="display: flex; justify-content: space-between;"> <div>Lead 1</div> <div>Kick 1</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>B x</div> <div>A x</div> </div> <ol style="list-style-type: none"> <li>1. Player in A Kicks to B leading to the side</li> <li>2. The kick should be firm and controlled so that B can mark it. (Don't blast the kick)</li> <li>3. If A &amp; B are less than the player's kicking distance the kick may be delivered past B.</li> </ol> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Lead 1</div> <div>Kick 1</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>B x</div> <div>A x</div> </div>	5 mins
<b>SKILL PRACTICE</b> Key Points: <ul style="list-style-type: none"> <li>Flight of ball - Kick to player leading to the side and forward, and timing lead.</li> <li>Alter distance between A/D and B/C to practice long kick to side &amp; beyond.</li> <li>Players kick in opposite direction after all balls delivered from A/D.</li> </ul>	<div style="display: flex; justify-content: space-between;"> <div>Lead 1</div> <div>Kick 1</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>B xxxx</div> <div>A xxxx</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>C xxxx</div> <div>D xxxx</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div>Lead 2</div> <div>Kick 2</div> </div> <ol style="list-style-type: none"> <li>1. Players in A &amp; D each have a ball.</li> <li>2. The first player in each line kicks to player leading from B &amp; C.</li> <li>3. Players return to their original position after each lead &amp; kick.</li> </ol>	25 mins
<b>CONDITIONING</b> Key Points: <ul style="list-style-type: none"> <li>Small groups max 4</li> <li>Little time between kicks – short recovery</li> </ul>	Drill to provide conditioning	Included in Skill Practice
<b>COOL DOWN</b> Key Points: <ul style="list-style-type: none"> <li>Control of ball in bouncing as in the kick action.</li> </ul>	<ol style="list-style-type: none"> <li>Jogging in pairs with ball around oval; 5 bounces and then partner has a turn.</li> <li>Stretching</li> </ol>	10 mins

## TRAINING SESSION PLAN - KICKING

Aim of the Session: .....

Equipment Required: .....

SECTION	DIAGRAM/EXPLANATION	TIME
<b>WARM UP</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>SKILL INSTRUCTION</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>SKILL PRACTICE</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>CONDITIONING</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>COOL DOWN</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		

EXTENSION ACTIVITIES	DIAGRAM/EXPLANATION	TIME
Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		

### YOUR ASSESSMENT OF THE TRAINING SESSION

Evaluate your performance by ticking in the appropriate boxes

	VERY GOOD	GOOD	NOT GOOD
Explanation of activities			
Interaction with the players			
Body language/emotion			
Suitability of the activities			
Players reaction to the activities			

Summary Comments:

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**HE WHO FAILS TO PLAN PLANS TO FAIL**



## TRAINING SESSION PLAN - HANDBALL

Aim of the Session: .....

Equipment Required: .....

SECTION	DIAGRAM/EXPLANATION	TIME
<b>WARM UP</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>SKILL INSTRUCTION</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>SKILL PRACTICE</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>CONDITIONING</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<b>COOL DOWN</b> Key Points: <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		

EXTENSION ACTIVITIES	DIAGRAM/EXPLANATION	TIME
Key Points: • • •		
Key Points: • • •		

## YOUR ASSESSMENT OF THE TRAINING SESSION

Evaluate your performance by ticking in the appropriate boxes

	VERY GOOD	GOOD	NOT GOOD
Explanation of activities			
Interaction with the players			
Body language/emotion			
Suitability of the activities			
Players reaction to the activities			

Summary Comments:

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## MENTOR COACH OBSERVATION

Coaches are to select an accredited coach, who is working with players at the same level as you, and observe at least two of that coach's training sessions.

The trainee coach should introduce himself to the mentor coach, make notes on the training session and, if possible, talk with the coach after training for a few minutes to ask any questions.

*Try to be tactful with questions and don't argue your opinion; remember you are there to observe and form judgements for yourself to enhance your performance, not to advise/assess the mentor coach.*

Metropolitan Coaches of teams from 12 years of age upwards should attend the training sessions of the SANFL Youth Development Squads (U13 to U15), or Youth Squads (U17 to U19), or League Squads, at the league club with whom they did the course. Coaches of younger players should attend training sessions of an age group similar to yours being coached by an accredited coach (eg another school/club team nearby)

Country Coaches should liaise with their Regional Training Co-ordinator who will approve of the mentor coach with whom they would like to work.

Auskick Coaches should arrange with the Development Manager or Regional Training Coordinator to decide on the Auskick venue with which they will associate themselves.

***This part of the course is probably the most important in that you will have the chance to watch and discuss while calm rather than be assessed when you are heavily involved. Having observed it is hoped that you will develop techniques to analyse your own training and game sessions.***

***IT IS STRONGLY RECOMMENDED THAT YOU OBSERVE WITH AT LEAST ONE OTHER PERSON SO THAT YOU CAN CONDUCT AN ONGOING "CHAT" WHILE THE SESSION IS IN PROGRESS.***

## **EQUIPMENT AND ASSISTANTS**

1. What equipment did the coach use during the training session?

- (1) .....
- (2) .....
- (3) .....
- (4) .....
- (5) .....
- (6) .....
- (7) .....
- (8) .....

2. Did the coach have the equipment set up prior to the coaching session, or did he set up the activities during the session? Comment on how the equipment was used.

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3. Did the coach use other people to assist with the training session? Note the manner in which the coach used assistants?

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## **THE STRUCTURE OF THE SESSION**

State the significant parts of the session with a brief outline of the activities.

eg Warm up, skill teaching, games, other activities

All coaches will not have the same structure - you should assess the structure and then discuss the aims of the coach after the session has been completed.

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2. ....  
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### **SUMMARY COMMENTS OF THE TRAINING SESSION**

Comment on the Aims of the session and how you thought the coach realised those aims.

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Did you think the training session had relevance to playing the game, i.e. was there an activity, or activities, performed that would be part of a team plan/structure that the players would use in the game plan, eg rucks play, moving the ball up and down the ground, playing on from behind the mark.

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**Comment on the coach's conduct of the training session under the following headings.**

1. The introduction to the session. How did the coach start the session?

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2. The coach's explanation of the activities.

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3. Skill correction. Did the coach stop activity to teach one person or was there personal help?

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4. The interaction between the coach and the players during the session. How was it done?

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5. The body action of the coach during the session, ie was there a lot of emotion or a very matter of fact approach.

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6. How did the coach deal with behavioural problems? If there was not a need, why not?

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### **Comment on the activities used in the session**

1. Did you think they were suitable?

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2. Did they allow plenty of opportunity for the players to be involved often?

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3. Did they provide an aerobic/anaerobic stress on the player? ie how active were the players, how intense was the session, how much talking was there?

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4. Did the players react positively to each activity?

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## ASSESSMENT OF COMPETENCIES as per Introduction at start of this Booklet

### A. TO BE COMPLETED BY THE ASSESSOR (as decided by the DM in collaboration with the RDC)

Assessor's Name: .....

Position Held: .....

#### • Planning a Yearly Program for the Team

- Does the Coach have a written program?
- Can the Coach converse about the Yearly Program?
- Are members of the team aware of the program?

Comments: .....  
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#### • Planning a Training Session

- Does the coach have a written plan for sessions?
- Can the coach converse about the session with the assessor?
- Does the coach confer with others to plan the session?

Comments: .....  
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#### • Conducting a Training Session

- Does the coach show evidence of 'setting up' prior to the session?
- Does the coach use 'others' to assist?
- Does the coach present well?
- Does the coach follow the plan?
- Do the players respond well to the session?

Comments: .....  
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#### • Evaluation of the Mentor Coach's Strength

To be completed by the coach in the relevant sections allocated in this booklet.

Signed: .....

### B. TO BE COMPLETED BY THE COACH

#### • Evaluation of Your Own Strengths as Coach

Having completed the course and with the coaching experience you have up until this time what would you say are –

- Your Strengths

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- Areas in which you would like to improve

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- Suggest some methods you would explore to find information to allow you to improve?

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# LEVEL 1 COACHING COURSE ASSESSMENT

The SANFL and its League Clubs strive to provide a Level One Coaches Course that introduces coaches throughout the State to the basic elements of coaching. In order to assess your reaction to our ability to achieve we would like you to complete the feedback from below in relation to the course you have just attended. If you wish your opinions to be anonymous please cut the page & return this form to the RDC or DM as soon as possible.

Date of Course: \_\_\_\_\_ Venue: \_\_\_\_\_ SANFL Club/s: \_\_\_\_\_

Regional Development Coordinator/Development Manager: \_\_\_\_\_

**For the following questions please circle the appropriate answer and add any comments if necessary.**

- Were you given plenty of notification of the course details? Yes No

Comments: \_\_\_\_\_

- How professional was the organisation of the course?

Poor Below Average Average Good Very Good

Comments: \_\_\_\_\_

- How suitable was the venue?

Poor Below Average Average Good Very Good

Comments: \_\_\_\_\_

- Please rate the quality of each presenter

Name of Presenter	Poor	Below Average	Average	Good	Very Good

Comments: \_\_\_\_\_

- How relevant was the content of the course to your coaching needs?

Not Relevant Relevant Very Relevant

Comments: \_\_\_\_\_

- Please rate the assessment criteria.

Very Difficult Difficult Reasonable Easy Very Easy

Comments: \_\_\_\_\_

- How valuable has the Regional Development Coordinator/Development Manager been in assisting you to complete your accreditation and in the provision of information and resources that has assisted your coaching?

No value Valuable Very Valuable

Comments: \_\_\_\_\_

- What was the cost of the course you completed? \_\_\_\_\_

- Was this a reasonable price to pay?

Unreasonable Reasonable Very Reasonable

Comments: \_\_\_\_\_

- General Comments :

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**A FINAL THOUGHT FOR YOU, THE COACH, FROM REGGIE.**

*Yesterday is History  
Tomorrow is a mystery  
Today is a gift*

*That is why today is called the present.*

Every today is a present if you are able to assist someone to be a part of Australia's  
Greatest Game.

**Make the most of the gift by,**

Being enthusiastic  
Being prepared  
Being demanding  
Being compassionate

**And most importantly,  
Delivering the Present.**