

THE COACH'S WHITEBOARD



Level 1 on-line Youth & Senior Coaching Course

NAME: _____

CLUB: _____

PHONE: _____



OVERVIEW: 'THE COACH'S WHITEBOARD'

To complement your online learning, you are required to complete this workbook at various intervals throughout the course. This workbook is called 'The Coach's Whiteboard' and serves as your personalised game plan for becoming an Australian Football coach.

'The Coach's Whiteboard' aims to capture your ideas and action points in a tangible resource to accompany you on your learning journey. It also acts as a reference tool to help you complete the other requirements of the accreditation program. To successfully complete the accreditation, you will need to hand in your completed copy of 'The Coach's Whiteboard' for sign-off at the end of the one day coaching workshop.

The Coach's Whiteboard may be used for mentoring purposes and for self-reflection and development. It is also required for some of the activities at the one day coaching workshop and for assessment for your accreditation. So be as specific as you can and always include action items for your development areas.

YOU WILL BE REQUIRED TO COMPLETE ACTIVITIES IN THE COACH'S WHITEBOARD AS YOU PROGRESS THROUGH THE ONLINE COURSE.

Please print a copy now.



ACTIVITY 1

DEVELOPING YOUR COACHING PHILOSOPHY

PART 1: SOME FUNDAMENTAL QUESTIONS

What are your reasons for coaching?

What do you believe and value about the coaching process?

Why do you believe your players are participating in the game?

How does your team/club wish to be perceived in the league?



PART 2: FIRST STEPS IN WRITING OUT YOUR COACHING PHILOSOPHY

Write down one or two sentences under each heading which describes your approach to each of the topics listed. You might be guided by question such as: What does this area of coaching mean to you? How would you approach this area? What behaviour would you demonstrate – how would others observing see you?

Your coaching role

(What are the main on and off field roles you will be carrying out?)

Coaching style

Communication style

Role of assistant coaches

Fitness

Player discipline

Developing club culture



Team selection

Development of game plan and team rules

Player responsibility

Relationship with umpires



ACTIVITY 2

YOUR COACHING STYLE

As you have seen, there are distinct categories of coaching styles. There is however no one perfect style that leads to coaching success. Understanding your own preferred style and its strengths and weaknesses is important in developing a successful coaching program.

In general, what is your preferred coaching style?

Taking into account the age and characteristics of your team and your own personality, how do you believe you will adapt your style to coaching the team?



ACTIVITY 3

YOU AND THE UMPIRES (YOUR ROLE IN DETERMINING THE MATCH DAY ENVIRONMENT)

Complete the following assessment that will provide a guide as to your behavior towards umpires.

Your answers to these questions will give you an indication of how you behave toward umpires.

As a coach, you are an influential role model and your players will more often than not emulate your behaviour.

You may wish to consider your responses to these questions in light of the AFL Coaches' Code of Conduct. Do your responses align with the major thrust of the Coaches' Code?

You may wish to make changes to your attitude towards umpires and make changes to your behaviour.

1. KNOWLEDGE OF THE LAWS

	YES	NO
Do you read the law book?	<input type="checkbox"/>	<input type="checkbox"/>
Do you encourage your players to read the laws book?	<input type="checkbox"/>	<input type="checkbox"/>
Are you familiar with the 'spirit of the laws'?	<input type="checkbox"/>	<input type="checkbox"/>
Do you discuss the 'spirit of the laws' with your players?	<input type="checkbox"/>	<input type="checkbox"/>
Do you invite umpires to training to assist in developing a better understanding of the laws?	<input type="checkbox"/>	<input type="checkbox"/>
Do you raise your concerns with the umpires' coach?	<input type="checkbox"/>	<input type="checkbox"/>
Do you actively teach and encourage players to play within the laws?	<input type="checkbox"/>	<input type="checkbox"/>



2. AT THE MATCH

	YES	NO
Are umpires made welcome by your club?	<input type="checkbox"/>	<input type="checkbox"/>
Do you seek input as to how your club looks after umpires?	<input type="checkbox"/>	<input type="checkbox"/>
Does your club appoint someone to look after umpires?	<input type="checkbox"/>	<input type="checkbox"/>
Does your club provide escorts for the umpires leaving the ground at half-time and after the match?	<input type="checkbox"/>	<input type="checkbox"/>
Do you welcome the umpires when they visit your rooms before the match?	<input type="checkbox"/>	<input type="checkbox"/>

3. DURING THE MATCH

	YES	NO
Do you shout at the umpires?	<input type="checkbox"/>	<input type="checkbox"/>
Do you shout comments about decisions in earshot of your players or the umpires?	<input type="checkbox"/>	<input type="checkbox"/>
Do you refer to the umpires when you address your players?	<input type="checkbox"/>	<input type="checkbox"/>
Do you refer to the umpires so they can hear you during your address to the players?	<input type="checkbox"/>	<input type="checkbox"/>
Do you permit your players to dispute decisions or back-chat umpires?	<input type="checkbox"/>	<input type="checkbox"/>

4. AFTER THE MATCH

	YES	NO
Does your club look after the umpires after the match?	<input type="checkbox"/>	<input type="checkbox"/>
Do you discuss the match with the umpires?	<input type="checkbox"/>	<input type="checkbox"/>
Do you tend to ignore the umpires after the match?	<input type="checkbox"/>	<input type="checkbox"/>
Do you encourage your players to talk to the umpires socially?	<input type="checkbox"/>	<input type="checkbox"/>



ACTIVITY 4

GAME SENSE AND DECISION-MAKING TRAINING

Game sense is an approach to coaching that uses games as the focus of the training session.

Using the following template, design a game which you would use for practicing a specific element of the game. Be prepared to introduce and demonstrate your practice game to other participants at the facilitated one day coaching workshop.

GAME SENSE PRACTICE ACTIVITY

Name of game:

Themes: What are the elements of play you are developing by using this game?

Equipment:

Key player roles:

Main rules/instructions:

1. _____

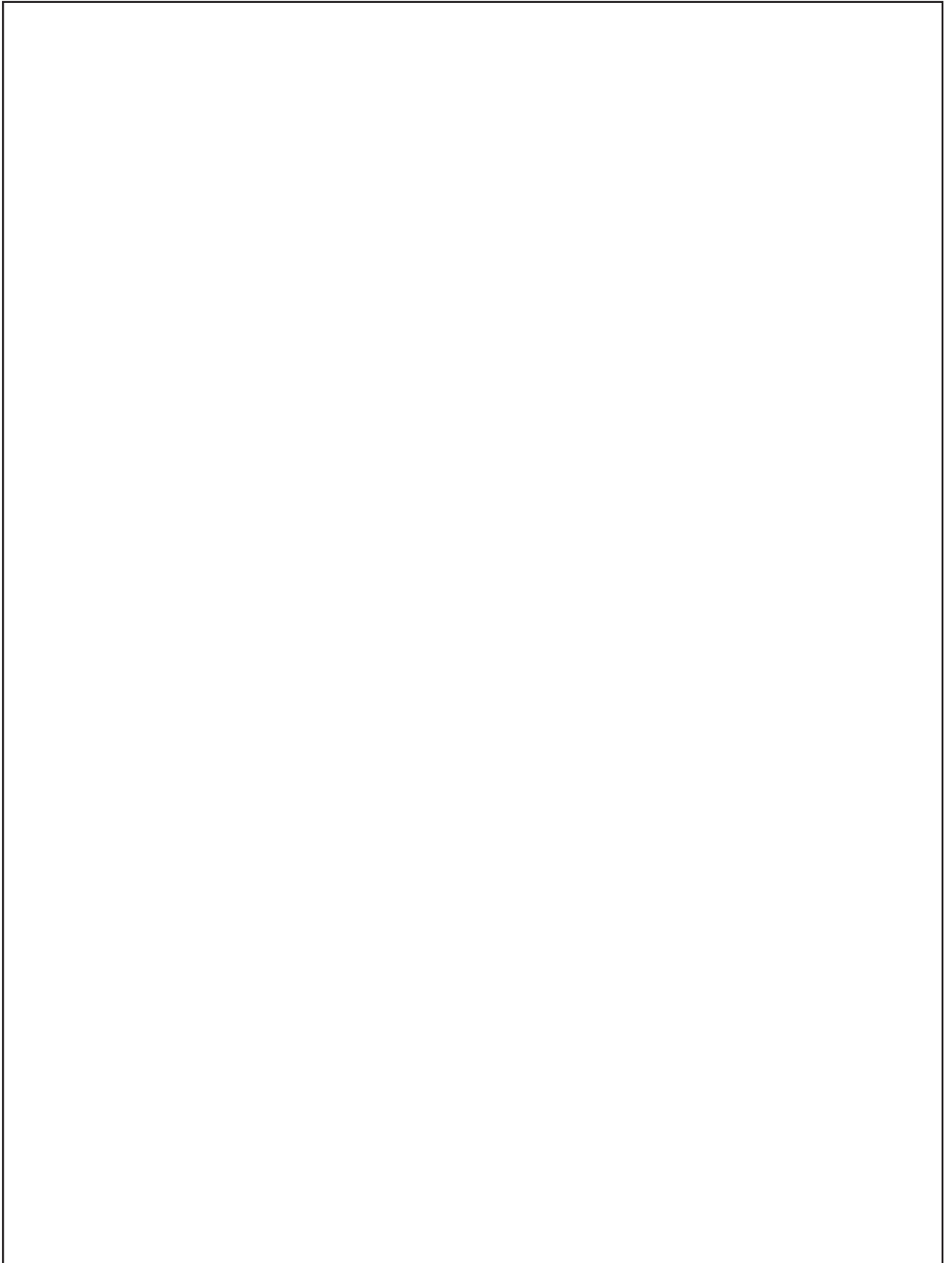
2. _____

3. _____

4. _____



Activity diagram





Initial facilitation questions

(For the coach to ask players to develop their game sense activity)

1. _____

2. _____

3. _____



ACTIVITY 5

RISK MANAGEMENT

PART 1: A COACH'S LEGAL RESPONSIBILITY.

Read the article below explaining a coach's duty of care to their players and answer the questions following the article

COACHING: A LEGAL (& SAFETY) RESPONSIBILITY

By accepting a coaching position, you have made a legal commitment to your players and their safety. You have:

- Indicated you possess coaching and other related skills.
- Indicated you will maintain your skills at a level equivalent to the skills of other competent coaches in your field.

Some injury in sport is inevitable, and although coaches have a legal responsibility for the safety of their players, it should not assume such intimidating proportions that they give coaching away, or unduly restrict programs to the point where players' needs are not being met.

LEGAL REQUIREMENTS

Negligence

Negligence is the failure to take reasonable precautions to avoid reasonably foreseeable injury to persons or property. In the coaching environment, negligence will arise where:

1. The coach has a duty of care to an athlete;
2. The coach breaches that duty of care by doing or failing to do something which would reasonably have been foreseen to put the athlete at risk of loss;
3. The breach (i.e. act or omission of the coach) ultimately causes harm or damage to the athlete; and
4. The harm or damage suffered by the athlete is financial and/or physical in nature.



1. Duty of care

A coach will have a duty of care to any athlete that he or she is coaching and this duty of care will exist at training sessions, during matches and on other occasions where a coach would be reasonably expected to provide such care to an athlete.

2. Breach

In determining whether a coach has breached his or her duty of care, a court will consider whether the coach has done, or failed to do, something that a reasonable and prudent coach would have done to prevent harm to an athlete (ie has the coach provided an appropriate standard of care).

A reasonable and prudent coach provides a standard of care based on what should be known about the sport and/or the injury. Ignorance is no excuse. Most legal cases involving sports injuries arise not because a coach was careless, but because they failed to act in accordance with what knowledge they had or should have had.

A coach will not be in breach of their duty of care if they:

- take all necessary precautions to prevent reasonably foreseeable injuries from occurring;
- avoid doing, or failing to do, anything that could reasonably cause injury;
- respond to and treat injuries appropriately when they occur; and
- ensure the treatment provided prevents further injury.

3. Causation

The act or omission by a coach must be the main cause of the harm or damage experienced by an athlete (i.e. had the act or omission not occurred, no harm or damage would have been suffered). This requirement protects the coach from liability where an unlikely chain of events ends in an unforeseeable injury. In practice this means that a coach will generally not be responsible for events that occur outside of training and competition.

4. Harm or damage

A court will only find that negligence occurred if actual physical or financial harm is suffered by the athlete. Such harm may include medical bills and/or loss of earnings arising from the athlete's injury.



PROVIDING THE REQUIRED STANDARD OF CARE IN PRACTICE

In addition to applying that careful parent test, (i.e. the way you would act with your own child), carrying out the following steps will assist you to be a competent, reasonable and prudent coach and minimise the risk of having a successful claim of negligence brought against you.

Provide a safe environment

Facilities and equipment must be safe for both the users and the others involved in the competition. Adverse weather conditions must also be taken into consideration during competition and practice sessions.

Activities must be adequately planned

Impaired learning ability and injury may be the result of unplanned practice sessions. Using the appropriate progressions in teaching a new skill, especially potentially dangerous skills, is imperative.

Players must be evaluated for injury and capacity

Players with an injury or incapacity should not be expected to perform any potentially harmful activity. No players should ever be forced to take part in any activity that they do not wish to. Individual differences must be taken into account.

Young players should not be mismatched

Young players should be matched not only according to age, but also height, weight and maturity. Skill levels and experience should also be considered.

Safe and proper equipment should be provided

Existing codes and standards for equipment should be met and all equipment should be kept in good order. It should always be adequately repaired so that it is safe to use at all times.

Players must be warned of the inherent risks of the sport

The inherent risks of any sport can only be legally accepted by the participants if they know, understand and appreciate those risks. In some situations even such a warning may not be enough: for example, where young people are involved in a school supervised activity.

Activities must be closely supervised

Adequate supervision is necessary to ensure the practice environment is as safe as possible. Each sport will have its own specific requirements in this regard.



Coaches should know first aid

Coaches should have knowledge of basic emergency procedures and keep that knowledge up to date. Coaches should know STOP (Stop, Talk, Observe, Prevent further injury) and RICER (Rest, Ice, Compression, Elevation and Referral) procedures for managing injuries. Coaches should have a written emergency plan and ensure that appropriate medical assistance is available. At the very least, coaches should ensure that nothing is done which could aggravate any injury.

Develop clear, written rules for training and general conduct

Many injuries are the result of fooling around in change rooms and training venues. Clear written rules should be developed for general conduct and behaviour in such situations.

Coaches should keep adequate records

Adequate records are useful aids to planning and are essential in all cases of injury. Record cards should be kept on all players, including relevant general and medical information and progress reports. Accidents reports (not diagnoses) should be made as soon as possible after each injury occurs.

EXERCISE:

Having read the article on Coach's Legal Responsibilities, answer the following questions.

What is duty of care and how does it relate to coaching? Explain below.

What is 'negligence' and can you give examples in a coaching context? Explain below.



What is the legal standard applied to determine whether or not a person with a duty of care has been negligent?

Reflecting on your own coaching behaviours - would you pass this test?

A coach will be judged not by what they know, but by what they should have known.

PART 2: A COACH'S CHECK LIST FOR A SAFER PLAYING ENVIRONMENT.

Read the following scenario and make a note of what the club officials and the coach took into account to ensure that the game was played in a safe environment for spectators, officials and players.

On arrival at the ground the coach noted that the temperature had cooled down significantly and climatic conditions were ideal for play. He checked that the goal posts were padded and secure and that the ground surface was free of obstructions.

On checking the change rooms he was pleased to note that the emergency phone numbers were prominently listed in both rooms. The boundary area and fencing were safe and the ambulance access to the ground was clear. He was delighted when the qualified first aid provider arrived especially after the first aider told him her stocked first kit was readily accessible.

After the President told the coach that the surrounding conditions including the creek at the back of the ground had been assessed he returned to the change rooms. The coach had a player safety mindset and diligently checked the player's protective gear. He ensured that the physical preparation and warm up was conducted thoroughly by the fitness staff and assistant coaches.

Even though the coach sensed a volatile game he believed that he would have control over the team, officials and spectators. At the end of the game he supervised an adequate warm down.



Check the items that you noticed in this scenario off on the following checklist.

For the safety and well-being of all participants, spectators and officials, coaches are to ensure that:

1. Goal posts are padded and secure, the ground surface (including the cricket pitch area) and change rooms are to a satisfactory standard, and lines are clearly marked with the boundary line at least three (3) metres from the fence. Ground surface is free of holes and sprinkler heads are properly covered.
2. The boundary area and fencing are safe and ambulance access to the arena is clear.
3. An emergency telephone is available and emergency numbers are prominently listed.
4. Climatic conditions are safe for play.
5. An accredited trainer or qualified first aid provider is present and a stocked first aid kit is accessible.
6. You have the ability to sense a volatile situation out on the ground and have control over your team, officials and spectators.
7. You are "player safety" aware regarding appropriate protective equipment such as mouthguards, helmets (where appropriate) and other protective equipment.
8. Surrounding conditions such as major roadways, gullies, water (dams, creeks, rivers), are assessed.
9. At junior level, players of same size and maturity are matched up.
10. Players complete adequate preparation.



ACTIVITY 6

PLANNING A PRACTICE SESSION

With the knowledge of your players, coaching principles, planning and training principles, use the following template to plan a specific training session for your youth or senior team. This plan is to be submitted by the coach prior to your practical assessment.

YOUTH AND SENIOR PRACTICE SESSION OUTLINE

Coach's name:

Age group:

Club:

WARM UP

Generally includes activities to increase body temperature, stretching, ball handling and movement specific activities: 15 to 20 minutes



FOOTBALL FITNESS/CONDITIONING

Generally activities designed to improve, enhance and/or maintain football specific conditioning. Can incorporate drills involving balls: 15 minutes (SENIORS ONLY)

SKILL DRILL/SKILL LEARNING

Generally reinforces skills taught or tactics introduced or can include introduction of new skills/concepts to players: 15 minutes

Coaching points:

Diagram:

A large, empty rectangular box with a thin black border, intended for drawing a diagram related to the skill drill.



EXTENDED DRILL/GAME:

Generally drills designed to extend skill level to game situation and relevance: 15-20 minutes

Coaching points:

Diagram:

A large, empty rectangular box with a thin black border, intended for drawing a diagram related to the drill.

GAME PLAN DRILL

Generally use drills that reinforce the method or pattern of play the team should adopt: 15 minutes

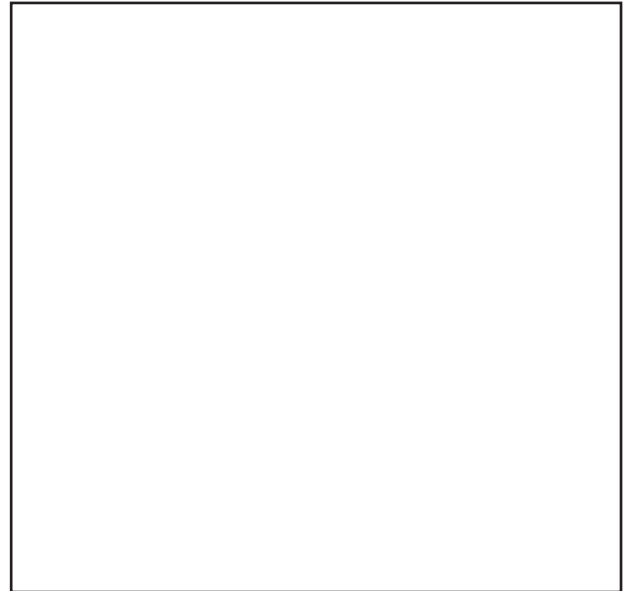
Coaching points:

Diagram:

A large, empty rectangular box with a thin black border, intended for drawing a diagram related to the drill.

WARM DOWN

Diagram:

A large, empty rectangular box with a thin black border, intended for drawing a diagram.



ACTIVITY 7

DEVELOPING YOUR GAME PLAN

This exercise will assist you to begin building your game plan.

What are the keys to your game plan and style of play?

Write them in the spaces under the following headings.

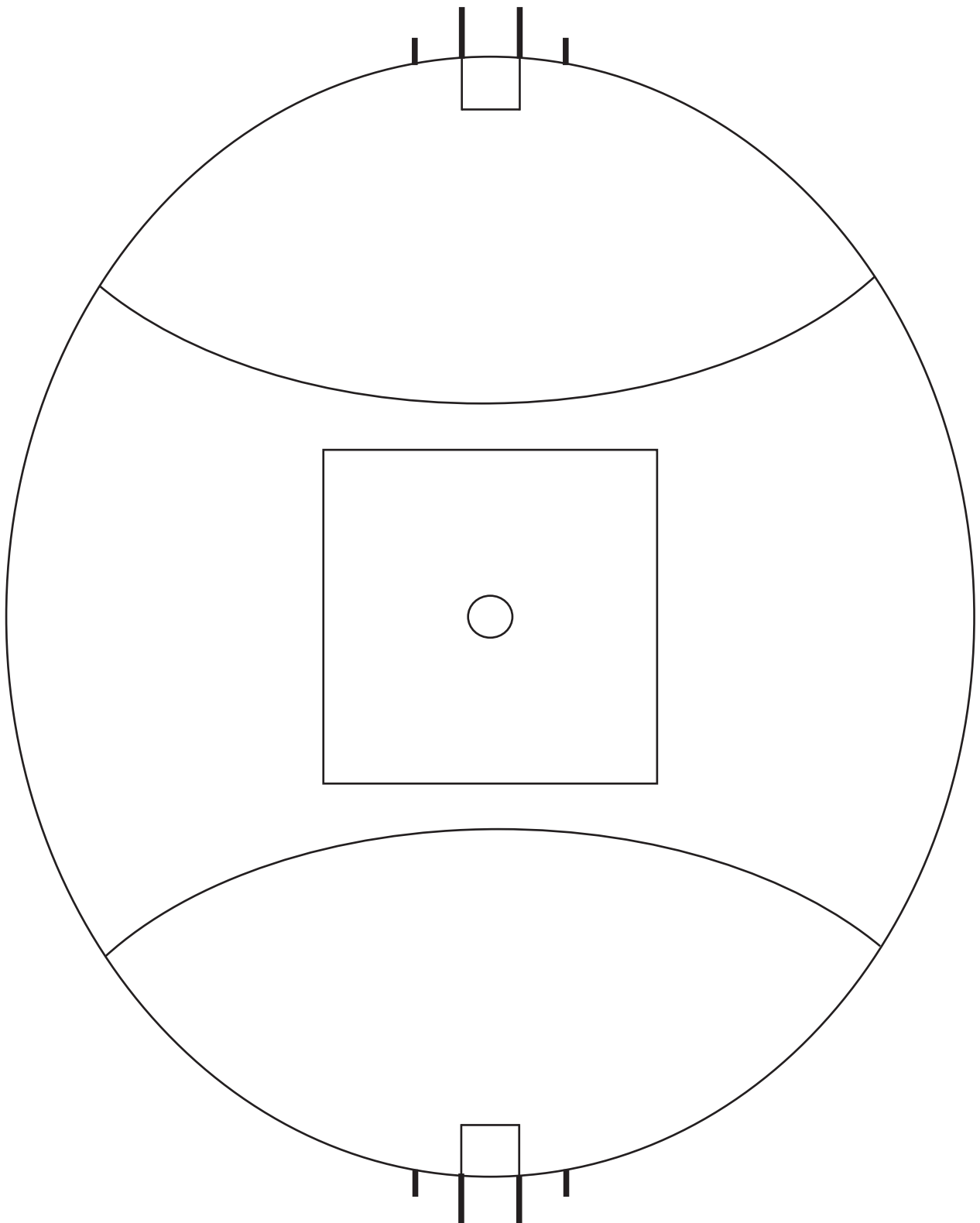
1. Your team has the ball

2. The opposition has the ball

3. The ball is in dispute (stoppages)

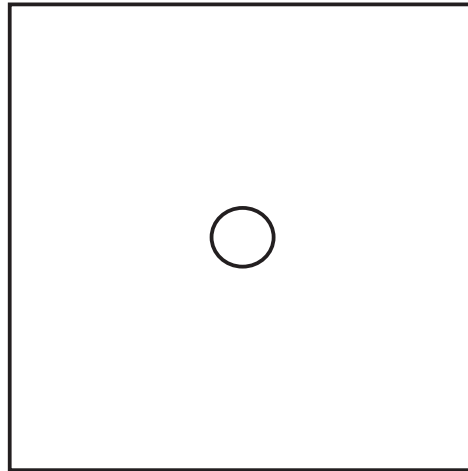
Team set up – starting points at centre bounces

Illustrate on the field diagram below your team's starting line-up and exact positions you want your players to take up at the centre bounces. Provide a brief explanation for their positioning



What is your basic centre bounce set up? Is it the same for around the ground ball ups?

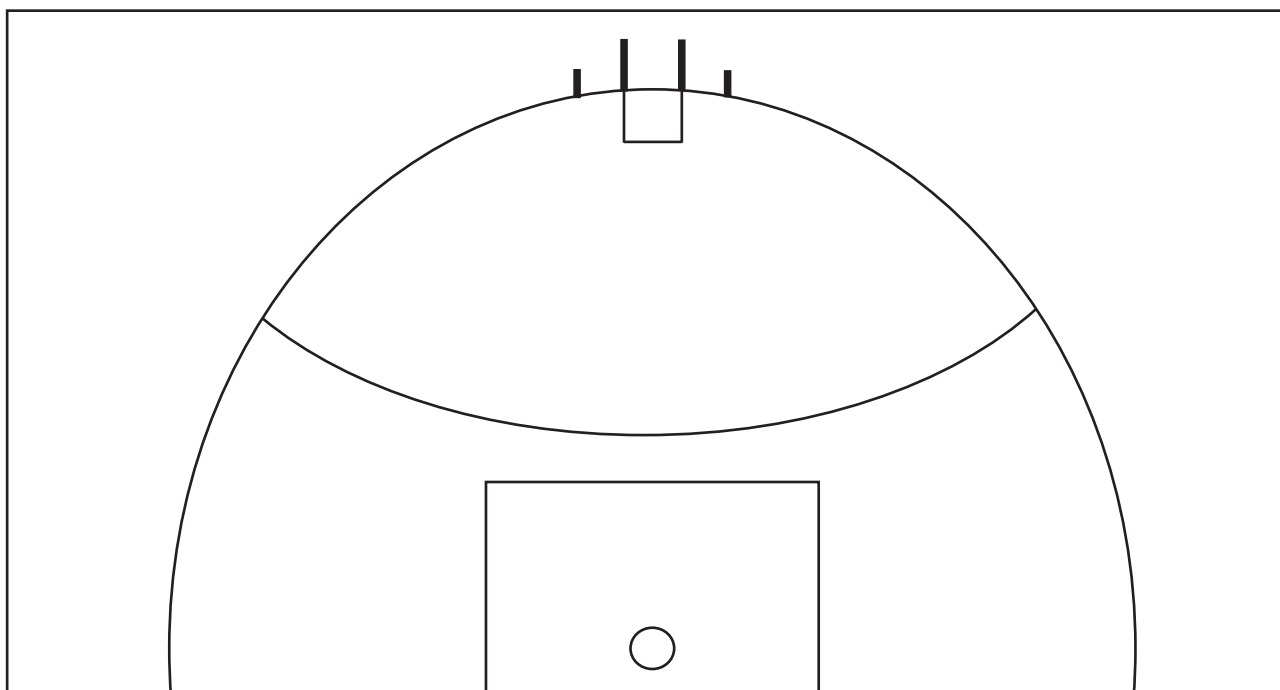
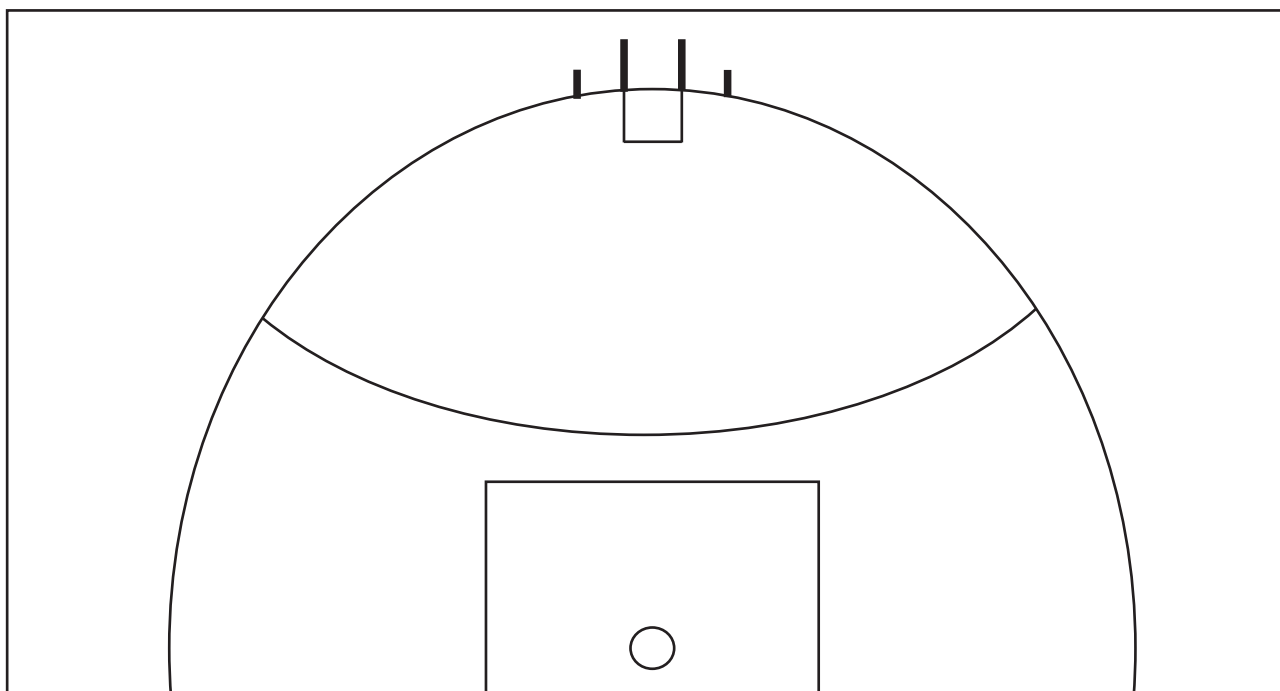
CENTRE BOUNCE



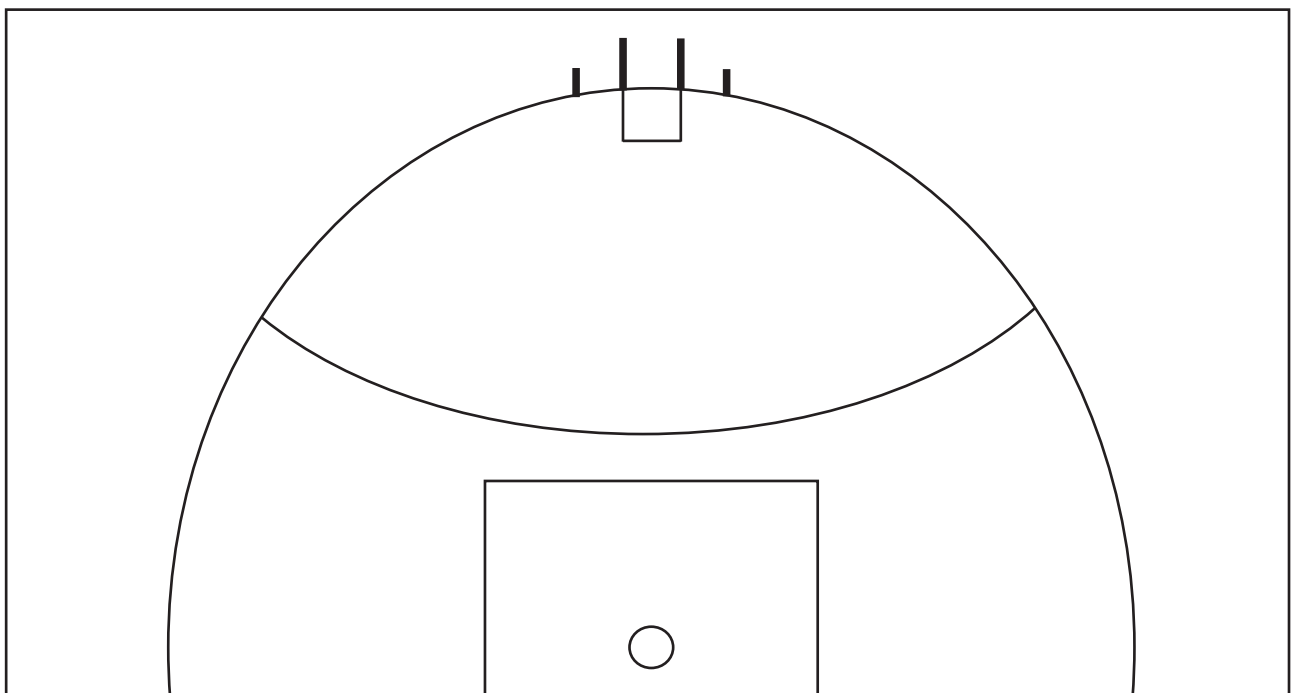
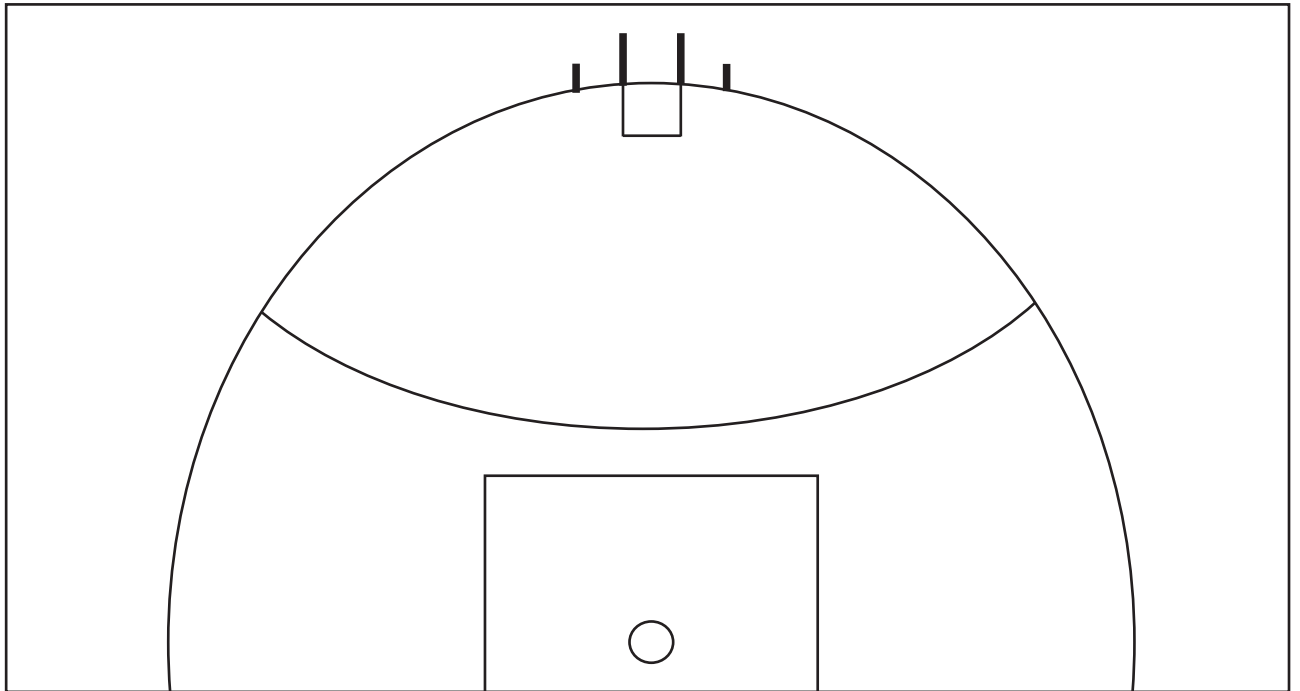
AROUND THE GROUND

Kick-ins after a behind

Your team has possession: What are your preferred strategies when kicking in? List or diagram two options.



Opposition has possession: What are your preferred strategies when defending against kick-ins? List or diagram two options.





AFL COACHES' CODE OF CONDUCT

I _____
of _____ Postcode _____

hereby commit, to the best of my ability, to uphold the AFL Coaches' Code of Conduct.

I understand that as an integral component of my accreditation, I must maintain a standard of behaviour and conduct in the best interests of the game and the players/staff in my care.

In representing myself in an honest manner, and without bringing the coaching profession or the Game into disrepute, I will endeavour to uphold the following to the best of my ability:

1. I will respect the rights, dignity and worth of all individuals within the context of my involvement in Australian Football, by refraining from any discriminatory practices including, but not limited to, discrimination on the basis of race, religion, gender, ethnic background, special ability/disability or sexual orientation, preference or identity.
2. I will abide by and teach the AFL Laws of the Game and the Rules of my Club and League/Association.
3. I will be reasonable in the demands I make on the time commitments of the players in my care, having due consideration for their health and well-being.
4. I will be supportive at all times and I will refrain from any form of personal or physical abuse or unnecessary physical contact with the players in my care.
5. I will have due consideration for varying maturity and ability levels of my players when designing practice schedules, practice activities and involvement in competition.
6. Where I am responsible for players in the 5-18 year old age group, I will strive to ensure that all players gain equal playing time. I will avoid overplaying the talented players aiming to maximise participation, learning and enjoyment for all players regardless of ability.
7. I will stress and monitor safety always.
8. In recognising the significance of injury and sickness, I will seek and follow the physician's advice concerning the return of injured or ill players to training.
9. I will endeavour to keep informed regarding sound principles of coaching and skill development, and of factors relating to the welfare of my players.
10. I will at all times display and teach appropriate sporting behaviour, ensuring that players understand and practise fair play.
11. I will display and foster respect for umpires, opponents, coaches, administrators, other officials, parents and spectators.
12. I will ensure that players are involved in a positive environment where skill learning and development are priorities are not overshadowed by a desire to win.
13. I reject the use of performance enhancing substances in sport and will abide by the guidelines set forth in the AFL Anti-Doping and Illicit Drugs policies.

I agree to the following terms:

1. I agree to abide by the AFL Coaches' Code of Conduct.
2. I acknowledge that the AFL, or a body affiliated with the AFL, may take disciplinary action against me if I breach the code of conduct. I understand that the AFL, or a body affiliated with the AFL, is required to implement a complaints handling procedure in accordance with the principles of natural justice, in the event of an allegation against me.
3. I acknowledge that disciplinary action against me may include de-registration from the AFL National Coaching Accreditation Scheme.

Note: This "Coaches' Code of Conduct" is to be signed and conformed to as part of the accreditation requirements of the AFL. Coaches should be aware that, in addition to this Code, they may be obliged to sign a further Code of Conduct/Ethics with their Club and/or League.

SIGNATURE: _____

DATE: _____

WITNESS SIGNATURE: _____

DATE: _____

(TO BE SIGNED BY CLUB PRESIDENT, AFL AUSKICK DISTRICT MANAGER OR SCHOOL PRINCIPAL – WHICHEVER APPLIES)