

# PRESENTATION

NAME

INTERESTED IN SPORT

I CHOSE TO DO PE COMMUNITY STUDIES BECAUSE DOING AIF DIDN'T NEED ATAR

MY PE COMMUNITY STUDIES PROJECT IS BASED ON

I HAVE WRITTEN JOURNALS, COMPLETED A POWERPOINT AND GATHERED INFORMATION

TEACHER KNEW DAVE TAYLOR WHICH MADE MY TOPIC SIMPLE TO GET BECAUSE HE CALLED ME WITH OPPURTUNITIES

THINGS THAT I'VE LEARNT

AT TRAINING THE KIDS CAN PICK UP ON SOME COMPLEX DRILLS FOR EXAMPLE CRISS CROSS HANDBALL

WHAT I COULD DO BETTER NEXT TIME

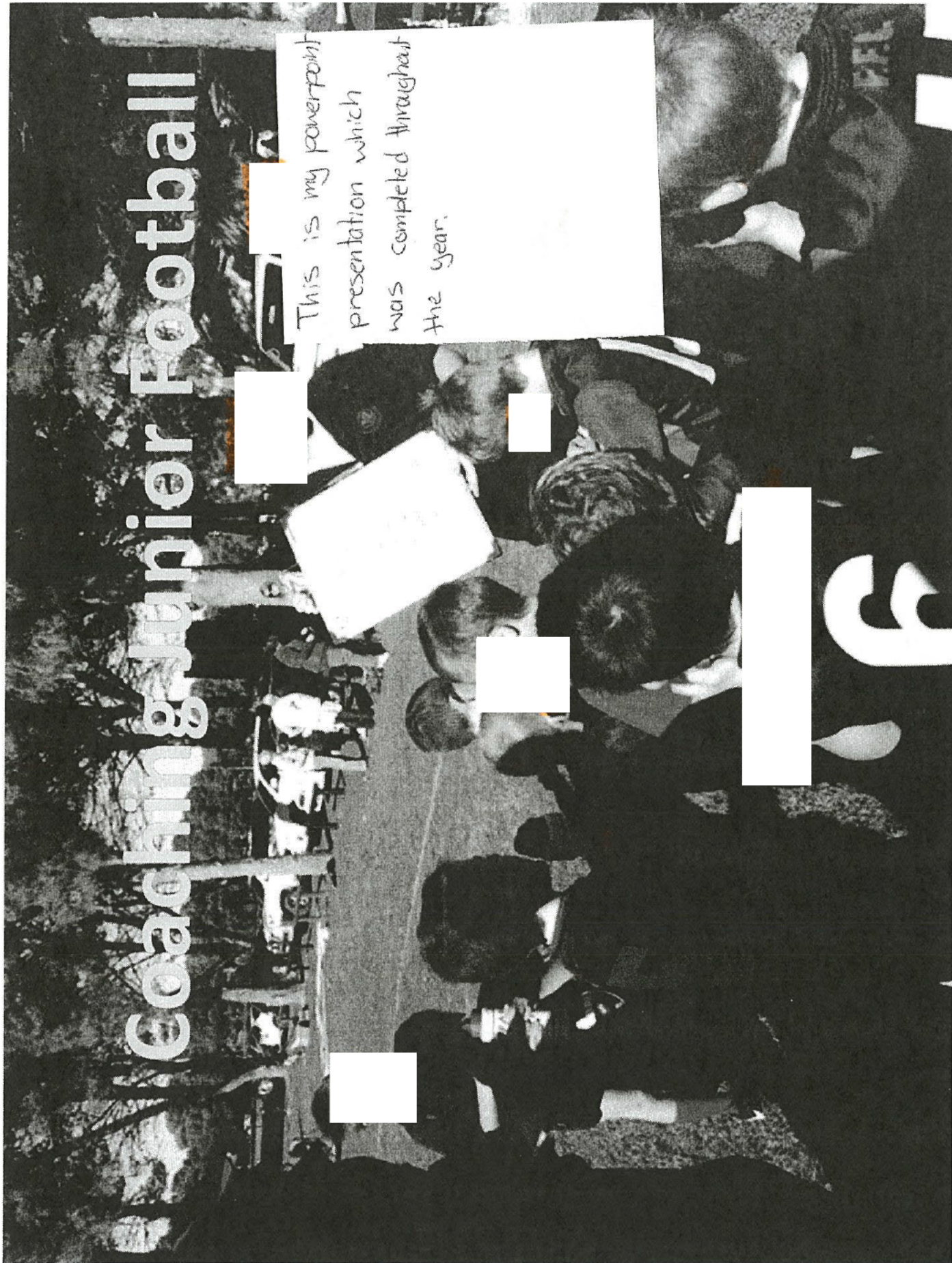
HAVE A WHISTLE BECAUSE THEY DON'T LISTEN

THANKYOU FOR LISTENING I HOPE YOU CAN COME HAVE A LOOK AT MY INFORMATION AND POWERPOINT AND GIVE ME SOME FEEDBACK



# Coaching Junior Football

This is my powerpoint presentation which was completed throughout the year.





# Contents Table

- ❖ What is this?
- ❖ Why is it important?
- ❖ Research about football.
- ❖ People who participate in this.
- ❖ Examples.
- ❖ My plans from the contract.
- ❖ Influences.
- ❖ What do I need?
- ❖ Interview.
- ❖ Evidence.
- ❖ Feedback from community expert.
- ❖ Resources.
- ❖ Personal reflection.
- ❖ Resources

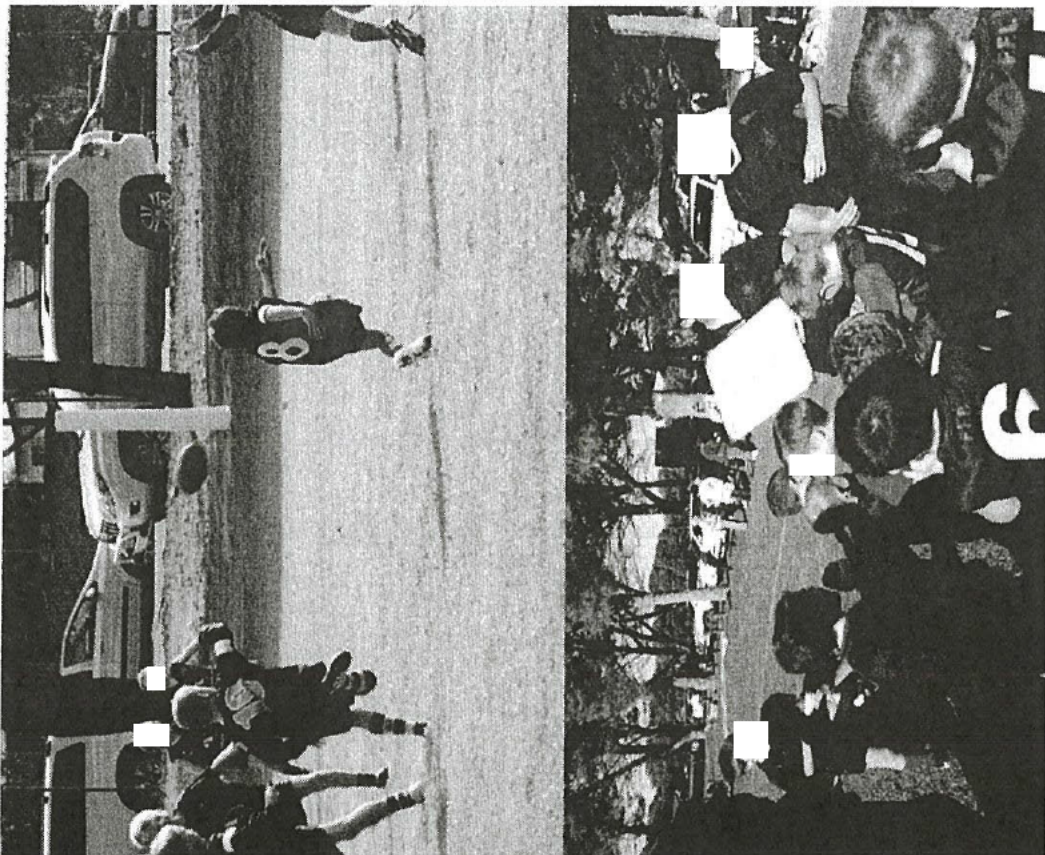
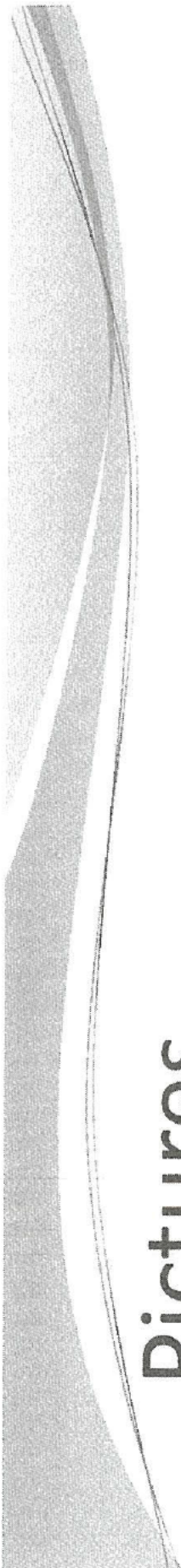




## What is this?

- For my PE community studies I'm coaching a junior football team. The team is the U/9 blue team. and I are the two senior coaches of the team. The league I coach in is the Football Association.
- dates

# Pictures

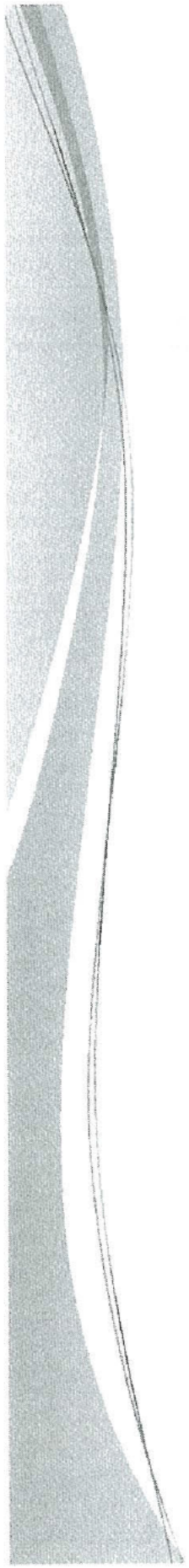




## Why is it important?

- Junior coaching is important through out Australia because you need people to develop the young players coming through the system to get them ready for football in their older years. Coaching juniors you need to help the players understand the rules and help them develop their skills so they become better footballers in the future. While teaching the players the basics of football the main concern is making sure every player is having fun because at the end of the day that's what it's about.

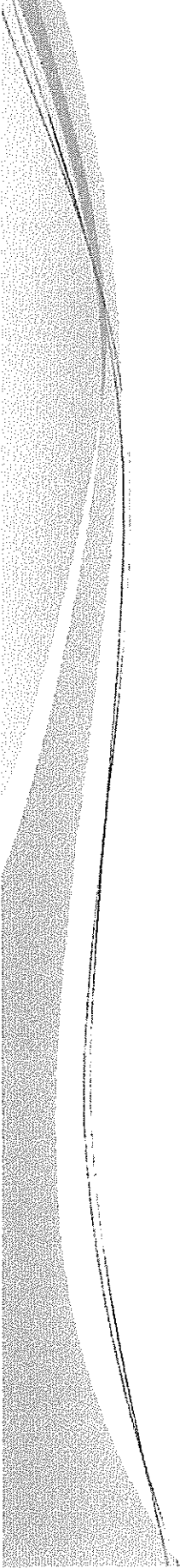




# Research about Football

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# People who participate in this

- Australian Football League
- When it comes to professional football codes some of the most loyal and dedicated fans are those devoted to AFL. Often referred to as Aussie Rules', the game originated in Melbourne, devised as a way of keeping cricketers fit in their off season. AFL is now taught in schools and clubs across the country and the code is a significant national sport.
- The AFL is Australia's premier spectator sport attracting millions of people each year. According to research conducted in 2000, it had the third highest number of registered players of any Australian sport, at 443,978.
- Some of the great AFL players have been Ron Barassi, Roy Cazaly, Alex Jesualenko, and Tony Lockett.



# Nathan Buckley

- **Career Coaching Record**

- **Games Coached**      **Wins**      **Losses**      **Draws**      **Win %**
- 48                              31                              17                              0                              64.6%

- **Finals Coaching Record**

- **Games Coached**      **Wins**      **Losses**      **Draws**      **Win %**
- 4                              1                              3                              0                              25%









# My plans from the contract

- For my community activity I'm going to be a coach for the U/9s for **F**ootball Club in 2013. My community person will be \_\_\_\_\_ who is the coach of the U/13s and President of the Junior Committee. Being coach involves running trainings and being runner if needed. I will also attend all of their trainings and try to make myself a useful member of the team.



## Influences

- After coaching two years of basketball I decided to coach football for something different. the junior president called me and said there was a vacancy for a U/9 coaching role and I jumped at the opportunity knowing it would fit in with my PE community studies at school. I enjoy being coach but I will need to take a few years off due to work commitments. I'm looking forward to coaching again down the track in my life.
-






## What do I need?

- At the start of the season I received a bag which had a board for positions, flags for goal umpiring, a Football Club official top for when I went onto the field and Guernseys.  
coach and I shared water which we gave to our teams.  
the other U/9 Blues  
wrote down all the names on magnetic markers with the players names on them so the players knew their positions at the start of each quarter.



# Evidence

- I have included a picture on every second slide of my team the  U/9 Blue team.
- Journals
- Research
- Results



# Resources

- <http://afl.coachassist.com.au/>
- <http://aflcommunityclub.com.au/index.php?id=6>
- [http://www.vcf.com.au/fileadmin/user\\_upload/Resources/Coaches/2009\\_the\\_coach.pdf](http://www.vcf.com.au/fileadmin/user_upload/Resources/Coaches/2009_the_coach.pdf)
- <http://www.footywire.com/afl/footy/cp-nathan-buckley--91>





## Performance Standards for Stage 2 Community Studies - Presentation

	Planning and Organisation	Communication and Interaction	Fulfilment of Contract of Work	Reflection
<b>A</b>	<p>has used planning and exploration and identified development of a variety of tasks with specific objectives and steps with relevant goals and clear criteria to be sought for a result</p> <p>has used knowledge of existing knowledge and skills, including relevant applications with a clear understanding of the task</p> <p>has used capabilities and skills, including relevant ones, to contribute to the learning and development of the community</p>	<p><b>Proactive interaction with community contact(s), which includes inviting and responding to feedback to enhance the community activity and achieve goals.</b></p> <p>Thorough presentation of a record of evidence, including narrative reporting on the progress of the community activity against individual goals, and clear and thorough development of one or more relevant capabilities</p> <p><b>Purposeful, insightful, and clear presentation of the community activity and its outcome to a community audience, using relevant knowledge and skills.</b></p>	<p><b>Completion of all work in a contract</b></p> <p>Well planned, organised, and systematic practical action in the local or wider community</p> <p><b>Perceptive selection of a variety of appropriate sources, and application of highly relevant ideas and information to inform the community activity.</b></p> <p>Focused and productive development and application of a range of specific knowledge, skills, and capabilities to effectively and thoughtfully complete work in the contract</p> <p>Highly efficient and productive independent work and, where relevant, thoughtful and worthwhile contribution to shared learning situations</p>	<p>In-depth evaluation of relevant program elements of the work, including individual goals, with a clear understanding of the needs and response of the community audience</p> <p>Thoughtful reflection on the development of knowledge and skills, including the ability to effectively and thoughtfully complete work in the community activity</p> <p>Highly insightful reflection on the value of the community activity in the local and wider community</p>
<b>B</b>	<p>has used planning and exploration and identified development of a variety of tasks with specific objectives and steps with relevant goals and clear criteria to be sought for a result</p> <p>has used knowledge and skills, including relevant applications with a clear understanding of the task</p> <p>has used capabilities and skills, including relevant ones, to contribute to the learning and development of the community</p>	<p><b>Constructive interaction with community contact(s), which includes inviting and responding to feedback to assist the progress of the community activity.</b></p> <p>Thorough presentation of a record of evidence, including narrative reporting on the progress of the community activity against individual goals, and clear development of one or more relevant capabilities</p> <p><b>Clear and thorough presentation of the community activity to a community audience, using relevant knowledge and skills.</b></p>	<p><b>Completion of all work in a contract</b></p> <p>Well organised and appropriate practical action in the local or wider community</p> <p><b>Thoughtful selection of different appropriate sources and application of ideas and information relevant to the community activity.</b></p> <p>Mostly productive development and use of specific knowledge, skills, and capabilities to thoughtfully complete work in the contract</p> <p>Mostly productive independent work and, where relevant, thoughtful contribution to shared learning situations</p>	<p>Clear and thoughtful evaluation of relevant program elements of the work, including individual goals, with a clear understanding of the needs and response of the community audience</p> <p>Thoughtful reflection on the development of knowledge and skills, including the ability to effectively and thoughtfully complete work in the community activity</p> <p>Clear and thoughtful reflection on the value of the community activity in the local and wider community</p>

# **EVIDENCE OF FEEDBACK**

	<b>Planning and Organisation</b>	<b>Communication and Interaction</b>	<b>Fulfilment of Contract of Work</b>	<b>Reflection</b>
<b>C</b>	<p>In consultation with the teacher, develop an appropriate development plan/evaluation and development of a contract of work, with suitable individual goals, some of which are challenging, and a small number of strategies for realisation (the teacher)</p> <p>Appropriate identification of existing knowledge and skills, including literacy and creative skills, and new knowledge and skills to be developed</p> <p>Appropriate identification of existing knowledge and skills, including literacy and creative skills, and new knowledge and skills to be developed</p> <p>Appropriate identification of existing knowledge and skills, including literacy and creative skills, and new knowledge and skills to be developed</p>	<p><b>Appropriate interaction with community contact(s), which includes inviting feedback, with responses often at a personal level.</b></p> <p>Clear presentation of a record of evidence, including reporting on the progress of the community activity against individual goals, and appropriate development of one or more relevant capabilities</p> <p><b>Mostly clear and appropriate presentation of most aspects of the community activity and its outcome to an audience, using relevant knowledge and skills.</b></p>	<p><b>Completion of all work in a contract</b></p> <p>Mostly organised and appropriate practical action in the local or wider community</p> <p><b>Appropriate selection of sources and application of ideas and information relevant to the community activity.</b></p> <p>Appropriate development and use of specific knowledge, skills and capabilities to complete work in the contract</p> <p>Generally productive independent work, and where relevant generally productive contribution to shared learning situations</p>	<p>Comparison review, with some evaluation, of progress against the community activity against individual goals with some detail in the final</p> <p>Clear and appropriate reflection on the development of knowledge and skills, including the extent of capability or capability to be developed in the community activity</p> <p>Clear and appropriate reflection on the value of the community activity to the student and others</p>
<b>D</b>	<p>With support, the setting of some individual goals and identification of at least two strategies for a contract of work</p> <p>With support, identification of existing knowledge and skills, including literacy and creative skills, and new knowledge and skills to be developed</p> <p>Some elements of an appropriate identification of relevant knowledge and skills to be developed in the community activity</p>	<p><b>Some interaction with one or more community contacts and some attempts to seek feedback and respond to it.</b></p> <p>Presentation of a record of evidence that reports on some aspects of progress to the community activity against individual goals, mainly in narrative, and where appropriate to development of some relevant capabilities</p> <p><b>Basic presentation of some aspects of the community activity to an audience.</b></p>	<p><b>Completion of some work in a contract</b></p> <p>Some elements of a planned practical action in the local or wider community</p> <p><b>Identification of some sources and use of some basic ideas and information.</b></p> <p>Application of a few skills to attempt aspects of work in the contract</p> <p>Some engagement in independent work, and where relevant some participation in shared learning situations</p>	<p>Some reports on progress of some of completed progress of the community activity</p> <p>Some reflection on development of knowledge and skills, including the extent of capability or capability to be developed in the community activity</p> <p>Some basic reflection on the value of the community activity to the student</p>
<b>E</b>	<p>With support, identification of some individual goals for a contract of work, and recognition of the need to identify strategies</p> <p>Recognition, with prompting, of existing knowledge or skills, and the literacy or creativity skills, and knowledge or skill to be developed</p> <p>Emerging recognition of the capabilities and their relevance</p>	<p><b>Intermittent interaction with one or more community contacts.</b></p> <p>Report on an aspect of progress in the community activity against individual goals, mainly using description of attempted learning, and isolated attempts to develop one or more relevant capabilities</p> <p><b>Description, without presentation, of the community activity to an audience.</b></p>	<p><b>Completion of a limited amount of work in a contract</b></p> <p>Limited elements of a practical action in a local or wider community activity</p> <p><b>Identification of a source and attempt to use information or an idea from that source.</b></p> <p>Application of at least one skill to an aspect of work in the contract</p> <p>Emerging independent and, where relevant, group learning skills</p>	<p>Description of one aspect of progress, with limited detail</p> <p>With prompting, some reflection on development of knowledge and skills, including the extent of capability or capability to be developed in the community activity</p> <p>Some basic reflection on the value of the community activity to the student</p>



Tuesday, 26 March 2013 21:07

Actions

M

M

Hi

At first glance, this seems like a fair request. I will let the under 9 coaches know about it. All things considered, it shouldn't be a problem. The teams will be sorted out in early to mid April.

Regards

**From**

**Sent:** Tuesday

**To:**

**Subject:** Under 9's

Hi

My son and his friend are playing in the under 9's this season, just wondering if any chance they can play on the same team as we are neighbours so will sometimes be taking them together to the games so would be easier if they play the same time, my son is [redacted] and his friend our neighbour is [redacted]

Thanks

- Tuesday, 26 March
- Email to Junior president asking if two players could be on the same team.
- Their request was accepted and I now coach both of them players.

Tuesday, 26 March

## Actions

To:

M

ATTACHMENTS

(3) Download all attachments

2013 - Under 9.pdf (1 MB) Open in Browser ; 2013 - Under 11.pdf (1 MB) Open in Browser ; 2013 - Under 13.pdf (1 MB) Open in Browser

Hi Guys,

Some key points to consider.

- Season doesn't begin until Friday April 26<sup>th</sup> for 9's and 11's at
- No Friday night home games

but

- Under 9's at 8:30 and 9:30 and Under 11's at 10:30 and 11:30 on the junior oval.
- A couple of away games at neutral grounds.
- Odd time when both teams from one age group don't play at the same time.

## Implications

- First home game isn't until the 1<sup>st</sup> week in May, buying us time with the junior oval redevelopment.
- 4 games on a Saturday morning at home. We will need to provide umpires for these, as well as extend our time on the BBQ, making Liz's roster even more important this year.
- What do we charge families for this new arrangement, as many will be arriving later.
- If you have any ideas on who may be able to help out with the umpiring, as well as any ideas for the roster please let us know.
- Coaches - please print off copies for your team. If you need help with this, please let us know.

Kind Regards

- Tuesday, 26 March
- Season begins April 26<sup>th</sup>
- No Friday night home games
- First home game 1st week in May
- Received from junior president

Tuesday, 9 April

Actions

By

M

Hi Guys,

Hopefully, those of you who made it to the Level 1 course last night, found it worthwhile and helpful for the coming season.

This is just a reminder that next Monday we have the BLG junior coaches forum at starting at 6:30. Tea is put on for us and one of the guest speakers is Centrals coach. After that, we will just let you coach, I promise ! Things settle down after that.

**However, I do need to receive your police clearance forms ASAP, so I can get them in the system to at the SANFL, before the first round of the season.** Thanks to those who have already done this. It would be great to be able to take all the paperwork next Monday night, so it's done and dusted.

Just get in touch if you have any questions.

Regards

The message you tried to print is protected with Information Rights Management. The sender didn't give you the rights necessary to print the message.

- Tuesday, 9 April
- Regarding level 1 coaching course
- Police clearance form due ASAP



## Level 1 coaching course and Police checks

Actions

...

M

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M

...

M

...

M

Hi Guys,

Hi Guys,

Thanks for taking on a coaching role this year with our juniors. **There is a level 1 coaching course held at [redacted] oval between 6:30 and 9 on Monday the 8<sup>th</sup> of April**, that all new coaches need to attend, so please keep this night free in your diaries. Could you please let me know when you can confirm that you will be able to attend.

**The cost is \$160, but the club will pick this up.** Once you have done it, you have to renew every 4 years, but you don't have to resit the course.

All of you except for [redacted] need to get a police clearance. He has one and this lasts for 3 seasons. These need to be submitted by our next delegates meeting (**March 18<sup>th</sup>**) even if you haven't got them back yet. You can't coach if it's not submitted by round 1 (**April 20<sup>th</sup>**) This is free as we have a code as a voluntary organisation.

You can download your own from the SAPOL website, or I can give you a hard copy, but I would need to be able to catch up with you pretty soon. Basically, **you have to provide 100 points proof of identity and take it to a police station to get signed off before I can submit it.** If you read the form it is pretty straight forward.

Finally, there is a junior coaches forum that all new coaches are expected to go to run by the BLG.

**This year it is being held at [redacted] footy club at [redacted] on Monday the 15<sup>th</sup> of April at 7 pm.** Here you get a free feed as well as get told about any new rules and regulations that have come in. You also get given a pretty handy resource to help you out. Once again, please mark it down in your calendar and let us know if you can make it.. I would suggest a car pool if you can organise it for both these nights

If you have any questions, please ask.

Regards

- Friday, 8 March
- Level 1 coaching course
- Price \$160 (club pays)
- Police check information
- Received from the junior president

This is all the feedback sheets which were filled out on presentation night.

## Feedback Sheet

Topic: PE Community Studies

Coaching an U/9's Football Team by

	Excellent	Good	Average		
Did I introduce my topic clearly?	✓				
Was my speech clear, concise and informative?	✓				
Did I maintain the audiences interest?	✓				
Did I cover all aspects of my research suitably?	✓				
Did my presentation make sense?	✓				

Was the information in my folder well set out and relevant to my topic? Could you suggest any improvements?

Very well set out. The only suggestion would be to have a greater number of drills to choose from so you have variety in your training sessions

Were my journals detailed?

Very detailed and some quality reflection of how games and trainings went throughout the year.

Any other comments?

Great effort!

THANKYOU FOR YOUR FEEDBACK

# Feedback Sheet

Topic: PE Community Studies

Coaching an U/9's Football Team

	Excellent	Good	Average	Fair	Poor
Did I introduce my topic clearly?	/				
Was my speech clear, concise and informative?	/				
Did I maintain the audiences interest?	/				
Did I cover all aspects of my research suitably?	/				
Did my presentation make sense?	/				

Was the information in my folder well set out and relevant to my topic? Could you suggest any improvements?

Yes, it was set out well

Were my journals detailed?

Yes

Any other comments?

THANKYOU FOR YOUR FEEDBACK



# Feedback Sheet

Topic: PE Community Studies

Coaching an U/9's Football Team by

	Excellent	Good	Average	Fair	Poor
Did I introduce my topic clearly?		✓			
Was my speech clear, concise and informative?		✓			
Did I maintain the audiences interest?		✓			
Did I cover all aspects of my research suitably?	✓				
Did my presentation make sense?	✓				

Was the information in my folder well set out and relevant to my topic? Could you suggest any improvements?

The information in your folder was very well set out

Were my journals detailed?

Your journals were very detailed and explained what you did day to day

Any other comments?

No

THANKYOU FOR YOUR FEEDBACK