

Starkick Coaches Resource

“If you want to play, we will find a way”



A resource developed by Noula Gibson (Ability Centre), Sian Williams and Lynn Jensen (School of Physiotherapy and Exercise Science, Curtin University) 2018.

We wish to acknowledge funding from Non-Government Centre Support (NGCS) to complete this project

Contents

- Starkick 3
 - The rundown..... 3
 - General outline of a session 3
- Equipment 4
- Community involvement 4
 - Promotion..... 4
 - AFL players..... 4
 - Volunteers 4
 - Tips for volunteers..... 5
- Types of conditions of the children who play Starkick (children you might see)..... 5
 - Cerebral palsy 5
 - Autism..... 6
 - Spina Bifida 6
 - Down syndrome 6
 - Who to contact for more information..... 7
- Contacts and additional resources 7
- Warm ups and Games 8
- Drills and Skills 13
 - Catching..... 13
 - Handball..... 14
 - Kicking..... 15
 - Agility and Tackling..... 16
- Modified Game 23
- 2017 Coolbinia Bombers Program 24
 - Starkick buddy day**..... 38
- 2017 East Fremantle Sharks Program 41
- 2017 Joondalup Jets Program 52



Starkick

The rundown...

Starkick is an all abilities football team for young children wanting to play football. Starkick caters for children who by circumstance or choice are unable to join a club's existing football teams. Children who may need extra support or time to participate are supported by a team of [volunteers](#).

Starkick ideally runs alongside other Auskick teams, with the Starkick team forming part of the larger Auskick community club. In 2017, three Starkick teams across Perth saw up to 80 children signing up at the start of the season.

When is the season? Promotion and registrations for the season may begin online at the start of February, with registrations open right through to the start of the season. The season tends to run from the end of April/start of May through until mid-August, with some 'Byes' lining up with holiday weekends. The season is around 10-13 sessions (not including Gala days). Additional Gala games are a fantastic way to promote the clubs to new players, but also for some interaction between the clubs!

MARCH 2018	JUNE 2018
APRIL 2018	JULY 2018
MAY 2018	AUGUST 2018

What day? Weekend mornings (lining up with the Auskick schedule) makes it easier for families who have children in both the Starkick and Auskick teams, plus it means that a child can easily move into an Auskick team at the same oval if they feel ready. Joondalup Jets ran their sessions on Saturday mornings, whilst both Coolbinia and East Fremantle ran sessions on Sunday mornings.

Where? Local football ovals. Be sure to consider parking, toilet facilities, ramps, and lots of space for the children to run around!

General outline of a session

Introductions: At the start of the season this is vital to help orient children and their parents to who's who and where to go. Particularly children with anxiety cope better with familiarisation. Allow some time for this but keep it brief- the children want to play!

Warm Up games: These can be as simple as a run around the football goals, to a game of dodge ball. A good warm up wakes the body up and can also break the ice; allow around 10-15 minutes. See '[Warm ups and Games](#)' for some ideas.

Drills/skills/games: A mixture of kicking, catching, running, dodging and tackling teaches the children valuable motor skills, and at the same time can keep them active! Depending on the drills you choose, it's a good idea to spend about 10-15 minutes on each drill, to allow the children enough time to get a hold on the skill but also keep them engaged. Repetition across the weeks is also helpful but consider some elements of progression and modification to adjust to the children's changing skill level. Making it too easy will be boring, so progression is key! See '[Drills and Skills](#)' for some ideas, including modifications and progressions.

Modified Football game: Some of the clubs conclude each session with a football game, others wait until later in the season to introduce them. A great opportunity for children to put their newfound skills into action, learn some of the rules of the sport (and how to follow them) *and* work in a team. *An important part of playing a team sport is also learning how to win and how to lose.* Include the volunteers, get the parents involved (the cheer squad), and share the ball around as much as possible.

Awards: Mirroring the Auskick team, at the end of each session allow 5 minutes to get the team together for an end of session 'wrap up', which can include 1 or 2 Special Achievement certificates for the children to take home and celebrate.



Equipment

- Children's AFL footballs: Size 2 Australian Rules Footballs (64cm x 48cm)
- Children's football with bells inside (for vision impaired)
- Club uniforms: Look great and promote a sense of pride and inclusion within the team
- Name tags: at least for the first couple of weeks for the children! Good also to have name tags for volunteers to wear for the whole season
- Coloured bibs: helps to distinguish sides/teams (if playing games)
- Cones: many different coloured cones will help set up game areas and zones. They can also make it easier when giving instructions (e.g. Run to the red cones, then skip back to the blue cones)
- Small AFL goal posts
- Agility posts and ladders: Great for games as well as agility skills
- Handball targets: a standing target with concentric rings marked with scores.
- Tackling/Rucking pads: 2-3 are enough to give children some tackling practice
- Bins or large buckets: For aiming handballs or kicks into
- Rebound nets: Adds an extra dimension to handball exercises, designed to improve hand / eye coordination and catching skills, is also good to help children develop force control as the net will rebound the ball at near equal velocity as delivered.



cooperation and catching skills, is also good to help children develop force control as the net will rebound the ball at near equal velocity as delivered.

- Hula hoops: These can be used to set as targets, to be included within games such as 'Rob the nest'
- Tug of war rope: Not essential, but a great game to be able to include parents, volunteers and coaches too!

Community involvement

Promotion of the club is vital. Many families reported that they heard about Starkick 'by chance'. Sending out information to local schools, community groups, and organisations that work with children with disability, like Ability Centre, helps spread the word. Having a social media page (like Facebook) can help spread the word, and also provides a platform for parents to link up with other parents.

AFL players from the Fremantle Dockers have also attended sessions in the past - a huge thrill and motivation for the children.

Volunteers play a crucial role in this program. They can be anyone from anywhere (with a good attitude and with a Working with Children Check), but a perfect place to start is with student volunteers from Universities running Exercise Science or Physiotherapy courses. These students are learning theory and skills within their degrees on how to teach movement and work with people – and it is just as important exposure for them as it is for the children playing Starkick! Engaging older players from the football club is also an invaluable experience for all and can also open an opportunity for a buddy/peer set up within the club. See Coolbinia's '[Starkick Buddy day](#)'.

You may want to hold a briefing session for the volunteers before day one to provide the volunteers with an overview of what is expected of them, and tips that can help improve the experience. It will help if each week they wear name tags, and they also wear some sort of a distinguishing uniform to help the children and parents identify them.



Ratio of volunteers to participants: Aim for 1 volunteer for every 2 children. Numbers may fluctuate (for both the children showing up to sessions and the volunteers) so even if you have a session with more volunteers than needed, the volunteers are still useful to help make up numbers for games and activities.

Tips for volunteers

- Have a smile on your face and friendly body language (keep those arms uncrossed)!
- Focus on the child's ability not the disability: What can they do? What do they like to do?
- Don't wait for someone to tell you what to do - if you see a child not joining in or struggling with an activity, go help them.
- Keep your language clear and simple, it might be helpful to start with 1 step instructions rather than 2 steps
 - o 1 step is like 1 instruction, e.g. take a step forwards,
 - o 2 step instructions are like 2 in one, e.g. take a step forwards and kick the ball.
- You can also model the instruction you are asking. For example when you say ""step forward", actually take a step forward
- Modify and adapt. Many of the skills will already be modified by the coach but don't be afraid to think on your feet to make the activity achievable (or even harder if they are ready to progress).
- Speak to the parents: they know their child best and will have some helpful tips on how to best manage their child's behaviour. Don't be afraid to ask a parent what works best for their child. And if you are really struggling with getting an optimal response you can ask a parent "When Johnny does [x behaviour], how do you get the best out of him?"
- Have fun!

Types of conditions of the children who play Starkick (children you might see)

Cerebral palsy (sometime abbreviated to CP) is an umbrella term that refers to a group of disorders affecting a child's ability to move caused by an injury to the brain in the time the brain was developing. It is a permanent life-long condition and although in CP the brain injury does not worsen over time, sometimes tightness in the muscles and joints may occur as the child grows.

The abilities of children with CP can be very different from child to child. Some children with CP can walk independently, some may use walking aids (e.g., a walking frame) or some may be dependent on a wheelchair for mobility.

When participating in Starkick, children using walkers for mobility may need more time. Consider how they might 'carry the ball' – Some options are:

- A bag or a basket attached to their walker;
- A modified ball with attached Velcro as well as velco™ on the walker or on a specialised chest pad. Children using wheelchairs for mobility who self-propel their chair may need more time on the grass. They can carry the ball on their lap and/or the child may need to be shown how to balance in their chair if they are bumped. We would encourage speaking with the child's parent/guardian and perhaps even therapy providers about whether Starkick might be suitable for teaching wheelchair skills.



Sometimes children with CP may have other impairments like learning difficulties, swallowing and speech difficulties, visual difficulties, or seizures.



Some may not have any other impairments. You will get to know the child you are working with and are encouraged to talk with the child's parent/guardian to understand how best to support their child at Starkick.

For more information visit <https://www.cerebralpalsy.org.au/> and <https://cpaustralia.com.au/>

Autism is a developmental disorder that impacts the nervous system and impairs the ability of the person to communicate and interact. Autism is also called autism spectrum disorder or ASD because the range and severity of symptoms can vary widely. Common symptoms include difficulty with communication, difficulty with social interactions, obsessive interests and repetitive behaviours. There may or may not be some learning difficulties. Some children with ASD can talk, and others cannot.

Some principles for assisting children with ASD are:

- Use routines – this is actually built into most of the Starkick sessions;
- Be aware of their communication cues, particularly anxiety cues;
- Avoid sensory experiences that may cause anxiety, sometimes a quiet space might be helpful;
- Identify special interests during the session and use these as a reward or use these to get the child engaged to start the session. A parent/guardian will be the best at assisting you for determining what strategies works best for their child.

For more information visit <https://www.autismspectrum.org.au/>

Spina Bifida occurs when the spinal cord of a baby doesn't develop or close properly while in the womb. The spinal cord contains the connection from the brain to the muscles for movement and sensation. Therefore, with spina bifida movement may be affected as well as sensation and continence. The extent of disability with spina bifida depends on the amount of spinal cord that did not form properly. Each child with spina bifida is different. Some children may be able to walk and have just some weakness in their foot muscles, others may have more weakness and rely on crutches or a walking frame, or be reliant on a wheelchair for mobility.

Sometimes associated with spina bifida is hydrocephalus. Hydrocephalus is a build-up of fluid in the cavities in the brain, called the ventricles. It is usually treated by a tube (shunt) inserted surgically into a ventricle to drain excess fluid. If you want to know how best to support a child with spina bifida at Starkick, you can ask the child's parent/guardian.

For more information visit <http://www.rockybay.org.au/about-us/spina-bifida/>

Down syndrome is a genetic disorder caused when abnormal cell division resulting in extra genetic material from chromosome 21. It is sometimes called Trisomy 21. Down syndrome is associated with characteristic physical features, some level of developmental difficulties, some level of intellectual disability, and sometimes thyroid and heart disease. The level of physical and intellectual abilities of children with Down syndrome will be different in different children. If you want to know how best to support a child with Down syndrome at Starkick you can ask the child's parent/guardian.

For more information visit <https://www.downsyndrome.org.au/index.html>



Who to contact for more information

Parents/Carers: Parents and carers will be the best source of information on how to support their child at Starkick. Don't be afraid to ask.

Therapists: Many children with disabilities will be receiving therapy from an occupational therapist and physiotherapist for physical and psychosocial development. Parents/guardians may give you permission to contact their child's therapists for more input or may invite them down to watch a session and give general input. You might even want to suggest parents/guardians do that.

Useful websites: A number of websites exist full of information about the conditions you might see and these are listed under each condition described in the section above.

Contacts and additional resources

<http://www.aflauskick.com.au/>

<http://www.aflauskick.com.au/coaching/>

Clubs in Perth

<http://bombersjfc.asn.au/starkick-all-abilities-team/>

<https://eastfreopower.com.au/registration/play-starkick/>

<https://www.jetsjfc.com.au/starkick/>

Helpful contacts and webpages

<http://www.allplayfooty.org.au/>

<http://www.abilitycentre.com.au/>

<https://healthsciences.curtin.edu.au/schools/physiotherapy-exercise-science/>

<http://www.sseh.uwa.edu.au/community/pep>



Warm ups and Games

Jogging / Running

Equipment / Setup	Procedures	Variations	Modifications
Coloured cones marking start and finish lines	Coaches and volunteers also warm up Limit competition, focus on movement	Vary speed – walking, jogging, running, sprinting Vary movement – jumping, hopping, skipping Vary direction – cones in a square shape, weaving between cones, start at the same point and ask players to run to different coloured cones Vary balance – run carrying a football	Visual impairment – hold child’s hand Mobility limitations – child sets own pace whether using walking aid or wheelchair Cognitive impairment – focus on end point / target, rather than how the child moves

Farmer chasing the chickens The game is simple and has few rules allowing all children to play and run around. Combining play ‘chasing & catching’ with running to help the children warm up and prepare for exercise. It does not require any specific levels of movement coordination, cognitive skills or attention span, and it creates a lot of excitement!

Equipment / Setup	Procedures	Variations	Modifications
Cones to mark out a square “cage” approx. 15m x 15m. Bibs tucked into the back of shorts as “tail feathers”	One child is designated as the “farmer” All the other children are “chickens” The farmer’s job is to catch the chickens by plucking their “tail feathers” Once a chicken has been caught they become a farmer to help catch the other chickens The game continues until all chickens become farmers The last chicken left is declared the winner.	Note: The children may get excited or decide that they don’t want to be caught and will run out of the boundaries of the cage. Ask the volunteers to stand around the boundaries to keep them in the ‘cage’. For extra fun: Encourage the children to make chicken sounds as they play! Vary number of Farmers – depending on how many chickens are playing. Link Farmer: As a chicken is caught it becomes a Farmer. Farmers hold hands to form a chain. The chain must work together to catch the remaining chickens. Vary direction of movement – chickens can only run in one direction.	This game can get chaotic with all the excitement! If there are any children who struggle with contact or noise, then you may need to monitor them with a volunteer. Parents can provide strategies for their child.

Rob the Nest The rules are easy to understand and children have fun and warm up at the same time. Children can participate no matter their level of ability. This game also promotes social interaction, working in a team environment and introducing competition that some children will enjoy.

Equipment / Setup	Procedures	Variations	Modifications
<p>“Eggs” (tennis balls / bean bags / footballs) All the “eggs” are placed an equal distance from each team of children (in the “Big Nest”), e.g. if children are placed at the corners of a square, then the “eggs” are placed in the centre of the square</p> <p>Cones: Children are organised into teams and evenly distributed behind each cone and an equal distance from the “eggs”, approx. 15m</p> <p>Hoops or buckets for each team’s nest.</p> <p><i>Volunteers / Coaching requirements</i> 1 assistant/team to help the children stay in line and instruct them on when to start the game and to ensure each child has a turn.</p>	<p>The aim of this game is to collect “eggs” from the “Big Nest” and place them in your own team’s nest.</p> <p>At the start one child from each team runs to the “Big Nest” at the centre to pick up one egg and return to the team nest. Once the child places an egg in their nest, they tag the next child in line who repeats the process The game continues until there are no eggs left in the “Big Nest”</p> <p>The winning team is the team with the most eggs.</p>	<p>Vary movement – run, hop, gallop, leap, skip Vary distance – shorter if hopping, galloping, leaping Vary concentration – if using coloured balls/beanbags, ask children to match with their team cone Vary competition – how quickly the team can collect all its eggs, collect more eggs than another team</p>	<p>Cognitive impairment:</p> <ul style="list-style-type: none"> • use demonstration only • use 1 step instruction with demonstration, • provide lots of repetition, • give the child time to show you what they can remember and do without more prompting

Dodge Ball Another fun warm up, the rules are easy to understand and all children can participate. Gets the children moving and participating during the entire drill.

Equipment / Setup	Procedures	Variations	Modifications
<p>Cones: Mark out a rectangular pitch, approx. 20m x 15m. Size of the pitch can be changed depending on the number of children.</p> <p>Football: The number of balls can vary depending on the number of children.</p>	<p>The game starts with all the children lined up on the shorter side of the rectangular pitch. Volunteers / parents lined up on one of the longer sides with balls in hand.</p> <p>The object of the game is for the children to run from one short side to the other without getting hit by a ball.</p> <p>While the children try to get from one side to the other, the volunteers roll the footballs across the pitch underhand and on the ground, trying to hit a child on the legs.</p> <p>The children need to get across to the other side of the pitch by dodging the balls and trying not to get hit. They should be encouraged to weave or jump over the balls.</p> <p>If a child has been hit, they join the volunteers on the side of the pitch and roll the balls at the remaining runners.</p> <p>Play continues until only one child is left on the pitch and is declared the 'winner'</p> <p>Important: Remind the children to roll the ball in (no throwing at heads!)</p>	<p>Parents / volunteers dodge the balls while the children roll the balls to hit the runners</p> <p>Vary number of balls – start with a few balls and increase number as children get more confident with the game</p> <p>Vary direction of balls – volunteers stand on both sides of the pitch so balls are coming from both directions</p> <p>Vary number of children running – start with a few children running at a time and increase number of runners as the children get more confident with the game</p> <p>Enough volunteers to help children who are running and to assist with rolling balls</p>	<p>Mobility aids should be encouraged to “run” and to roll balls</p> <p>Remind children to only roll the balls, no throwing</p>

Ball skills A fun way for the children to warm up, requiring the children to work as a team. The instructions need to be clear, and it is best to demonstrate as you explain. Some children may need to be paired up with a volunteer who will help guide them along the way on what they need to do. Encourage the children to cheer each other on in their teams!

Equipment / Setup	Procedures	Variations	Modifications
<p>One football per team</p> <p>One set of “goals” or cones</p>	<p>Tunnel Ball</p> <p>Form teams of 4 – 5 players, about 5m from the goals</p> <p>All children face the same direction, with their legs apart to form a “tunnel”</p> <p>On the word “go” the child at the front of the line rolls the ball backwards between their legs and successive children help the ball pass successfully through the legs of all the children in the line</p> <p>The child at the end of the line is instructed to bend down and look through the tunnel of legs to expect the ball</p> <p>Once the ball has reached the last child in line, the child picks up the ball and runs to the front of the line to repeat the process</p> <p>Game continues until the child who started at the head of line reaches the end of the line</p> <p>When that child receives the ball, they then pick up the ball and run through the “goals”</p> <p>Fastest team to complete the transition is declared the winner.</p>	<p>Leaderball</p> <p>A leader stands approx. 3m in front of the rest of the team who are in a straight line, with the leader facing the first child in the line</p> <p>The leader passes the ball to the first child who passes it back then squats down</p> <p>The leader then passes the ball to the second child in the line who catches and passes it back to the leader</p> <p>The process is repeated until all the children are squatting down</p> <p>Vary pass – handball, instead of throwing</p> <p>Vary leader – start with a volunteer as the leader until children learn the skill, then encourage the children to be the leader</p> <p>Circle-ball</p> <p>Children form a circle with the leader in the middle of the circle</p> <p>The leader passes the ball to each child in turn who catches it and passes it back to the leader</p> <p>Vary pass – handball, instead of throwing</p> <p>Vary direction – clockwise and counter-clockwise</p> <p>Vary leader – start with a volunteer and then encourage a child to be the leader</p> <p>Unexpected pass – call child’s name before passing and not in a sequential order – encourages children to</p>	

		call for a pass which they will need for playing the game	
--	--	---	--

Tug of War A bit of fun, teamwork and strength building. Family members, volunteers and coaches can all participate. Children experience working as a team and is a fun way to warm up the body through competitive play. Promotes interaction between families, volunteers, and coaching staff.

Equipment / Setup	Procedures	Variations	Modifications
<p>Long thick rope approximately 20m long.</p> <p>Cones to mark out a centre point and team marks approximately 10m from the central marker.</p>	<p>Two teams line up on either side of the centre mark at the 10m line.</p> <p>All children hold the rope.</p> <p>Children face towards the centre mark, so that the teams are facing each other.</p> <p>The aim of the game is for one team to pull the other team until the first child on one team reaches the centre point mark.</p> <p>The game is a test of strength and teamwork.</p>	<p>Vary teams – children v children, children v volunteers</p>	

Drills and Skills

Catching

An important skill for AFL and many other team sports. Catching practice can be embedded within many games and activities. Changing ball size (large to small), changing distance and direction (close to far, and straight and predicable to diagonal and unpredictable/moving), and speed (slow to fast) are easy methods to vary the level of challenge of the skill. Catching can also be incorporated into traditional ball games like leaderball or passball (but use a football instead).

Equipment / Setup	Procedures	Variations	Modifications
<p>Semi-circle catch</p> <p>This can be done in large groups or smaller groups. Smaller groups will give the children more practice, but a larger group be turned into a fun ice breaker game by calling out names of children to throw the ball to.</p> <ul style="list-style-type: none"> - Children form a semicircle facing one child (or a volunteer) in the centre - The child in the middle passes the ball to each child in the semicircle one at a time and catches the return. - The process continues until each child has returned the ball. - Each child than has a turn in the centre 	<ul style="list-style-type: none"> - Catch with a balloon (slower moving and larger) - Catching with a larger and softer ball - Catching with a football from volunteer standing in a close position- stepping back to increase the distance - Catching from other children - Catching on the run (see Bin drop example in Handball) - Catching from a rebound mat - Catching in a game situation - Incorporating catching skills into other drills 	<p>Child in walker</p> <p>The child would likely be able to stand to catch but may need more direct throws or larger lobs to them as they may not be able to get to the ball. Balance may be an issue, if the child wishes to hold on to the walker with one hand then they can catch with one hand and chest. In Catch and Run the child may wish to put the ball down to run, then it can be picked up or passed back to them when they return back.</p> <p>Child in Wheelchair-independently propel</p> <p>The child would likely be able to catch the ball independently, however as above, may need more direct throws or larger lobs if catching balls whilst moving.</p> <p>Child wheelchair unable to self-propel</p> <p>Child may need to use their chest to help catch the ball. Volunteer to push the wheelchair for Catch and Run.</p> <p>Child with attention deficit</p> <p>Smaller groups or one on one. Volunteer completes the activity with the child, running alongside them. Volunteer calls out key words as instructions as the child completes the task.</p> <p>Children with cognitive impairment</p> <p>Smaller groups and one -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration, provide lots of repetition, give the child time to show you what they can remember and do without more prompting</p>	
<p>Catch and run</p> <ul style="list-style-type: none"> - Children line up facing the coach/volunteer. - The coach passes the ball to the first child who catches the ball and runs around the coach back to the front of the line and passes the ball back to the coach. - Once the ball is passed back to the coach the child moves to the back of the line. Process is repeated until all children have been through. 	<ul style="list-style-type: none"> - A child can be the leader to throw the ball - The child can run in to receive a thrown ball, see Bin Drop - The child runs with the ball to a set distance, handballs against a rebound mat to catch then returns it back to the leader 		

Handball

Underlying the skill of handballing is also being able to manipulate the ball and aim for a target. These drills aim to teach the fundamentals of handball using a staged approach. Emphasis is on technique, “Make your hand into a fist to hold an ice-cream, swing your arm like an elephant trunk, punch the ball” and aiming for a close target, then onto further distances, and smaller and moving targets. Equipment includes, footballs, marker cones, Handball targets, bins and rebound nets.

Equipment / Setup	Procedures	Variations	Modifications
	<p>Basic handball drills</p> <ul style="list-style-type: none"> - Around 3 to 4 children are assigned to a volunteer. - Each child takes turns using the following key words to help guide technique “Fist to hold an ice-cream, elephant trunk, punch the ball” to handball the football to the volunteer who gives feedback and guidance as required and acknowledge / reward correct techniques and successful handball. 	<ul style="list-style-type: none"> - Handball off a volunteer’s hand (or a static object) - Handball to volunteers - Handball to other children - Handball through targets - Handball to rebound mat - Catching than handballing on the run (See bin drop) - Handballing in a game situation - Handballing onto rebound mat catching the ball - Incorporating handball skills into other drills 	<p>Child in walker If balance is an issue, the child may wish to hold on to the walker with one hand, they can handball off a static object (or another person’s hand). In Bin Drop, the child may wish to handball the ball straight way (without carrying it).</p> <p>Child in Wheelchair-independently propel For Bin Drop, child can propel themselves to a set mark to receive the ball and then propel forwards to then handball. Alternatively a volunteer can step in to push the wheelchair so the child can handball whilst moving.</p>
	<p>Bin Drop The aim of the exercises is for the child to approach and receive the football, carry it for a short distance and try to handball the football into the bin.</p> <ul style="list-style-type: none"> - Line the children up in rows approximately 10-15 meters in front of a bin. - The volunteer can stand at the bin, and handball the ball to the child as they move/run forwards. - Once the child catches the ball, they can run with it to a set marker, before handballing into the bin 	<ul style="list-style-type: none"> - Remove the catch component (let the child start with the ball) - Handball as close as they like to the bin - Handball at a set distance (marked with a cone), which can be adjusted in or out - Handball at a signal (i.e. the volunteer calls out when they must handball into the bin as they run) 	<p>Child wheelchair unable to self-propel Allow a closer target for handball if needed. Volunteer to push the wheelchair.</p> <p>Child with attention deficit Smaller groups or one on one. Volunteer completes the activity with the child, running alongside them. Volunteer calls out key words as instructions as the child completes the task.</p> <p>Children with cognitive impairment Smaller groups and one -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration, provide lots of repetition, give the child time to show you what they can remember and do without more prompting.</p>

Kicking

These drills aim to teach the fundamental process of kicking through a staged approach from through grip of the ball, run up and ball drop onto kicking foot. For technique, initially the emphasis is on the “Nose to toes” alignment of the football as it leaves the hands to the kicking foot. Kicking drills can subsequently incorporated / added to other drills, usually at the end of a series i.e. The child catches a handball whilst running to then kick to a goal. Equipment for these drills include: footballs, cones, goal posts.

Equipment / Setup	Procedures	Variations	Modifications
	<p>Basic Kicking drills</p> <ul style="list-style-type: none"> - Around 3 to 4 children are assigned to a volunteer. The volunteer instructs and demonstrates using key words to guide through the steps. - Each child takes turns using key words to help guide technique, emphasis ‘Nose to toes’ with football alignment. The child then kicks the football to the volunteer who gives feedback and guidance as required and acknowledge / reward correct techniques. - This can also be done as a semi-circle (like the catching drill) 	<ul style="list-style-type: none"> - Ball held on a cone, step and kick to a volunteer - Step, drop the ball and kick to a volunteer or child - Run and kick a ball held by a cone or other person - Run and kick - Kicking on the run through stationary goals - Kicking on the run to another person - Incorporating kicking skills into other drills - Kicking to helpers - Kicking to other children - Kicking through goals 	<p>Child in walker A volunteer may need to hold or place the ball on a cone for the child to kick.</p> <p>Child in Wheelchair-independently propel Volunteer to push the wheelchair and help the child to kick a stationary ball. Otherwise replace kicking with handball.</p> <p>Child wheelchair unable to self-propel Volunteer to push the wheelchair, replace kicking with handball.</p> <p>Child with attention deficit Smaller groups or one on one. Volunteer completes the activity with the child, running alongside them. Volunteer calls out key words as instructions as the child completes the task.</p> <p>Children with cognitive impairment Smaller groups and one -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration, provide lots of repetition, give the child time to show you what they can remember and do without more prompting.</p>
	<p>Incorporate kicking as part of a series Similar to Catch and Run, and Bin Drop, but kicking can replace the handballing aspect.</p>	<ul style="list-style-type: none"> - The child runs towards the volunteer who rolls the ball along the ground to the child who needs to pick it up, run a short distance to kick a goal - The child runs towards the volunteer who hand passes the ball to the child, then child then runs a short distance to kick a goal - Increase goal distance - Reduce goal size 	

Agility and Tackling

Agility ladder The benefits of the agility ladder are; They are a fun and functional way of teaching movement skills, something new and exciting for the children incorporating coordination, agility, balance and speed.

Equipment / Setup	Procedures	Variations	Modifications
<p>Agility ladder, pegs (ensure it is securely fixed to the ground) and footballs.</p>	<p>Set up agility ladder then ask children to run through agility ladder stepping feet alternatively into the ladder</p> <p>Once the children have done this they make their way to the back of the line</p> <p>Incorporate agility ladder drills with kicking, handball, catching drills, e.g.</p> <ul style="list-style-type: none"> - 1 x agility ladders set up approximately 20 meters in front of hand ball target - 1 x agility ladder set up approximately 20 meters in front of rebound net - The children are split into two groups each group lined up behind an agility ladder. - The children are given a football to carry across the agility ladder and then have either handball through target or hand ball onto rebound net. 	<ul style="list-style-type: none"> - Alternate between stepping two feet into the ladder, then out of the ladder - Hopping, skipping, jumping - Side to side / lateral run - Two in two out - Two in two out lateral runs 	<p>Child in walker Depending on child's capacity the volunteer can hold on the child's hands to support them walking. The child walks forward stepping into and out of the ladder, whilst the supporting person walks backwards.</p> <p>Child in Wheelchair-independently propel If child can also walk supported assist as described above <i>Child in Walker</i>. Set up alternate drill with cones where the child moves their chair between the cones aiming to improve their time.</p> <p>Child wheelchair unable to self-propel Set up as above for child in wheelchair that can self-propel but this time the volunteer to push the wheelchair</p> <p>Child with attention deficit Smaller groups or one on one. Volunteer completes the activity with the child, running alongside. Volunteer calls out key words as instructions as the child completes the task.</p> <p>Children with cognitive impairment One -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration. Can use terms like "in, in" when child stepping into the ladder, then "out, out" for when stepping out of the ladder. Provide lots of repetition, give the child time to show you what they can remember and do without more prompting.</p>

Tackling Be sure to consider the child's condition, age and size for this drill, but for the most part this drill can be suitable for all children. Most children really enjoy the tackling and is a great way to keep them engaged in the sport. Just be mindful that when it comes game time, remind the children that the game is non-contact!

Equipment / Setup	Procedures	Variations	Modifications
<p>Equipment may include, tackle pads, footballs and goals.</p> <p>Volunteer requirements:</p> <ul style="list-style-type: none"> - 1 x keep the children in line and instruct them on when to start the drill - 1 x volunteer to pass the ball to a child - 1 x volunteer to hold tackle pads - Other volunteers assigned to individual children with specific needs 	<p>The children are paired into pairs and instructed to work together. One child is to run at the tackle bag and knock down a football which has been placed on top. The second child is to follow and pick up the football and run to kick a goal. In the next turn the children swap tasks.</p>	<p>Tackling stationary tackle pads Tackling moving tackle pads Tackle then retrieve a ball and kick to partners. Incorporate tackle bags with catching, handballing and kicking drills. <i>Run and Bump – see next activity</i></p>	<p>Child in walker As child approaches tackle bag in walker get them to manoeuvre side on and bump tackle bag with their shoulder. The may need assistance to receive the ball or kick the ball.</p> <p>Child in Wheelchair-independently propel Child to push the wheelchair and encouraged to orientate body with shoulder to tackle bag. The may need assistance to receive the ball or kick the ball.</p> <p>Child wheelchair unable to self-propel The volunteer to push the wheelchair and orientate wheelchair so that the child can bump the tackle bag with shoulder, arms or trunk (or legs) (whatever voluntary movement is easiest for the child). The may need assistance to receive the ball or kick the ball.</p> <p>Child with attention deficit Smaller groups or one on one. Volunteer completes the activity with the child, running alongside them. Volunteer calls out key words as instructions as the child completes the task.</p> <p>Children with cognitive impairment One -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration. Can use terms like ‘body on bag’ when child bumping the tackle bag, assist the child to collect the ball and follow through the end of the task. With each repetition/practice of the task decrease the amount of assistance if you can tell the child is starting to understand the task.</p>

Run and bump incorporates multiple fundamental skills and allows the child to experience some of the more physical aspects of football. The aim of the exercise is for the child to meet and catch the football, carry it for a short distance and have a ‘bump’ against the tackle pads. This activity reinforces ball skills, improves hand, eye, ball co-ordination, gets children used to working with the ball and kicking a football on the run. The “bump” portion of the exercises allows the children to experience a bit of the physical aspects of football with a minimum exposure to injury.

Equipment / Setup	Procedures	Variations	Modifications
Footballs, tackle pads, goals. Volunteer requirements: <ul style="list-style-type: none"> - 1 x keep the children in line and instruct them on when to start the drill - 1 x volunteer to pass the ball to a child - 1 x volunteer to hold tackle pads - Other volunteers assigned to individual children with specific needs 	Start with each step on its own, and then gradually include them all together. <ol style="list-style-type: none"> 1. The child runs towards the volunteer who handballs the football to the child. 2. The child carries the ball and bumps against the tackle pad. 3. After the bump the child is encouraged to have a shot at goal. 	Incorporating run & bump with more activities like catching, handballing and kicking drills Multiple bump bags in succession	<p>Child in walker As child approaches tackle bag in walker get them to manoeuvre side on and bump tackle bag with their shoulder. They will then need to stop to catch the handball and the ball placed on the walker. The child may need the ball placed for the kick to goal – allow as much independence as possible.</p> <p>Child in Wheelchair-independently propel Child to push the wheelchair and volunteer needs to time handball with speed that the child can push. When approaching the tackle bag encourage child to orientate body with shoulder to tackle bag. The child may need the ball placed for the kick to goal – allow as much independence as possible.</p> <p>Child wheelchair unable to self-propel The volunteer to push the wheelchair towards the second volunteer with the handball. As volunteer then pushes towards tackle bag, orientate wheelchair so that the child can bump the tackle bag with shoulder, arms or trunk (or legs). Whatever voluntary movement is easiest for the child. The volunteer will need to then push the child forward and assist the child with the kick to the goal.</p> <p>Child with attention deficit Smaller groups or one on one.</p>

			<p>Volunteer completes the activity with the child, running alongside them. Volunteer calls out key words as instructions as the child completes the task.</p> <p>Children with cognitive impairment One -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration. Visually demonstrate the task – can use terms like “catch the handball”, “body on bag” when child bumping the tackle bag, “kick a goal”. Assist the child to collect the ball and follow through the end of the task. With each repetition/practice of the task decrease the amount of assistance if you can tell the child is starting to understand the task.</p>
--	--	--	---

Speckies: Combine catching and marking skills with some physical contact exercises. This drill considers the different levels of ability of each child and allows them to experience the physical aspects of the game. The children working in pairs also teaches team work and cooperation.

Equipment / Setup	Procedures	Variations	Modifications
<p>Football, rucking pads, and goals.</p> <p>Volunteer requirements:</p> <ul style="list-style-type: none"> - 1 x keep the children in line and instruct them on when to start the drill - 1 x volunteer to pass the ball to a child - 1 x volunteer to hold tackle pads <p>Other volunteers assigned to individual children with specific needs</p>	<p>Small group set up. Rucking pad is set up with one volunteer holding the rucking pad.</p> <p>Children are lined up</p> <p>The child is encouraged to do a short run forwards, jump and land onto the pad.</p> <p>The volunteer holding the pad should work to cushion the child's impact.</p> <p>Child runs back to their place in the line and the drill continues.</p>	<p>To progress, another volunteer can hold a football at various heights (dependent on each individual child) just in front of the pad, when the child runs into the pad, they must first jump and get the ball. To progress, throw the ball in!</p>	<p>Child in walker As child approaches the rucking pad in walker get them to manoeuvre right up to ruck pad. They may need a volunteer to help them jump to land on the rucking pad</p> <p>Child in Wheelchair-independently propel Child can either push the wheelchair and as child approaches the rucking pad and depending on their ability to stand, volunteer may be able to help them stand and jump onto the rucking pad, then assist off the rucking pad back into their wheelchair. Dependent on the child's ability to walk supported, the child may opt to be supported to 'run/walk' to the rucking pad, then jump.</p> <p>Child wheelchair unable to self-propel The volunteer to push the wheelchair towards and as child approaches the rucking pad and depending on their ability to stand, volunteer may be able to help them stand and jump onto the rucking pad, then assist off the rucking pad back into their wheelchair.</p> <p>Child with attention deficit Smaller groups or one on one. Volunteer completes the activity with the child, running alongside them.</p> <p>Children with cognitive impairment One -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration. Can use terms like "jump", "up" when child encouraging child to jump. With each repetition/practice of the task decrease the amount of assistance if you can tell the child is starting to understand the task.</p>

Obstacle Course A fun way of promoting exercise, keeping them engaged and allowing practice as combining some of the skills they are learning. One of the major benefits of obstacle course is that one can be setup with any number and combination of equipment available and is only limited by the imagination. Dependent on the number of children multiple courses can be set up. Children with special requirements may need to be guided through the course by individual volunteers i.e. visually impaired, mobility restricted.

Equipment / Setup	Procedures	Variations	Modifications
<p>Some of the equipment you may use include, tackling bags, Goal posts, Rucking pads, cones, footballs, bins, bunk pads, chairs.</p> <ul style="list-style-type: none"> - Volunteers as required to man equipment. - Volunteers assigned to individual children with specific needs to lead, guide, carry etc. 	<p>Some of the children may require constant verbal cues and directions for the first few go rounds of the course before they become familiarised with it.</p> <p>Some consideration for setting up the course is the amount of 'down time' that may result with the children waiting for their turn to the run through the course. Some solutions may include setting up multiple courses or modifying the stagger of children i.e. letting another child start the course before another child has completed it.</p> <p>A demonstration should be given at the start of the session and clear instructions given throughout the course.</p>	<p>The course should be as linear as possible i.e. go in one direction as this reduces complexity and is easier for the children to comprehend.</p> <p>Can include stepping under or over a row of obstacles.</p> <p>Jumping into and out of a Hula-Hoop or coiled rope.</p> <p>Throwing a beanbag or ball into a bin.</p> <p>Incorporating / adding handball, kicking, catching drills within the course.</p> <p>Limited only by your imagination...</p>	<p>Child in walker Depending on the types of obstacles set up, the child in the walker may be able to use the walker to access the obstacle course but may need a volunteer to place the walker on the other side of obstacles as the child is negotiating obstacles. Alternatively, depending on child's capacity the volunteer can hold on the child's hands to support them walking through the obstacle course.</p> <p>Child in Wheelchair-independently propel The child should be encouraged to negotiate as much of the obstacle as possible in the wheelchair but may need a volunteer to place the wheelchair on the other side of obstacles as the child is negotiating obstacles.</p> <p>Child wheelchair unable to self-propel Set up as above for child in wheelchair that can self-propel but this time the volunteer to push the wheelchair. Depending on the child's capacity, the child may be assisted into/out of the chair to negotiate some parts of the obstacle course (eg crawling under and obstacle, stepping over a small obstacle).</p> <p>Child with attention deficit Smaller groups or one on one. Volunteer completes the activity with the child, running alongside them. Volunteer calls out key words as instructions as the child completes the task.</p>

Children with cognitive impairment

One -on-one may be required initially. Use demonstration only or use 1 step instruction with demonstration. Can use terms like “under”, “over”, “through” for when negotiating different obstacles. Provide lots of repetition, give the child time to show you what they can remember and do without more prompting.

Modified Game

A modified game brings together the skills learnt in the drills and allow the children to apply them in a fun and safe environment. The modified game allows children with all levels of disability and impairment to participate and a team environment, introduces the rules of the game and gives the children an idea of how the game is played, promotes social interaction.

Equipment / Setup	Procedures	Modifications
<p>AFL goal posts. Cones to mark pitch size. Dependent on the number of players the playing fields divide into three zones.</p> <ul style="list-style-type: none"> • 6-a-side 60m x 40m (3 x 20m zones). • 9-a-side 75m x 50m (3 x 25m zones). • 12-a-side 90m x 60m (3 x 30m zones). 	<p>Modified game with drink / fruit break between rounds. <i>Approx. 10 mins per round – 2 rounds</i> The children are separated into two teams. Players from each team are placed in a zone – playing either attacker, midfield or defender role. Positions are changed throughout the game</p> <p>Volunteers are mixed in throughout the pitch to assist children as required.</p> <p>Once the game is started the children are instructed to try and kick first to one of their team mates who attempts to mark it. Once a mark is taken the child is than required to handball the football to another child on the same team.</p> <p>If the pass is successful and that child can than they are encouraged to take a shot on goal.</p> <p>Volunteers can come in at any time to assist a child in any of the skills required.</p> <p>Emphasis is on all the children having a chance to play apart in the team and having a touch of the football.</p> <p>Emphasis is put on no contact / tackling.</p>	<ul style="list-style-type: none"> • Main emphasis should be on children having fun and getting to experience playing AFL. • Important to ensure that all children are included and get a touch of the ball. • 1:1 assistance can be given as for individual children as required. • i.e.: marking a ball for the child and guiding them to handball to a team mate or have a shot on goal. • Important to emphasis no deliberate contact between the children. <p>Child in walker A volunteer may need to assist the child to collect the ball off the ground, or place/hold the ball on a cone a kick.</p> <p>Child in Wheelchair-independently propel Volunteer to push the wheelchair and help the child to handball and kick</p> <p>Child wheelchair unable to self-propel Volunteer to push the wheelchair, replace kicking with handball if required.</p> <p>Child with attention deficit Volunteer may need to be allocated to assist child when required to be re-orientated to the game.</p> <p>Children with cognitive impairment May need one -on-one initially, removing assistance as child learns the rules and routine of the game. Use demonstration only or use 1 step instruction with demonstration, provide lots of repetition, give the child time to show you what they can remember and do without more prompting.</p>

2017 Coolbinia Bombers Program

In 2017 the Coolbinia team had on average **26 participants** (ranging from 8-32) attend per session, and on average 11 volunteers per session (ranging from 8-15). This works out to be around 2-3 children per volunteer. Below are some of the session outlines across the weeks. Coolbinia also included a hugely successful 'Buddy' day, a Gala day and a twilight session with players from the Fremantle Dockers coming along.

Date: 07 MAY 2017 – Week 2 Number of Volunteers: 12 Number of children: 32				
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Introduction & welcome ~ 10min Introduce Coaches / volunteers. Document attendance.	Labels for names. Attendance list	Children are gathered with volunteers and parents in a group. Coach gives a welcoming brief. Volunteers go around issuing name labels to all children	Coach / Volunteers introduce themselves to the children and parents.	Name tags essential to identify children and to help logging attendance.
Warm up: Dodge ball ~5 min per game until a winner is declared. Game is reset as required. <i>Total time approx. 15 min.</i>	Cones to mark out a rectangular pitch and a lot of footballs set around the outside of the 'pitch'. Size of the pitch can be changed dependent on the number of participants. The number of balls can vary dependant on the number of participants.	The game starts with all the children lined up on one side of the short sides of the rectangular pitch with volunteers lined up on either of the long sides of the rectangular pitch with multiple modified footballs. The object of the game is for all other children to try to get from one side of the pitch to the other without getting hit by a ball. While the children try to get from one side to the other, the volunteers roll the footballs across the pitch underhand and on the ground. The children need to get across to the other side of the pitch by moving, dodging balls coming from multiple sides. If a child has been hit, they are "out" and join the volunteers on the side of pitch as a ball roller. Play continues until only one child is left on the pitch and is declared the winner.	Balls used are modified footballs. Official AFL size 2 (64cm x 48cm) designed for ages 9 – 11 years. Volunteers are instructed to roll the balls under arm only and at a gentle pass. All children are encouraged to participate and there is leeway given to the children in the first few rounds before they are counted as out. Dependent on levels of ability assistance by helpers is given to children as required. i.e. pushing a wheelchair or leading a child with visual impairment.	This is an exercise that has been carried on from previous years' experience. Children who previously participated in Starkick look forward to playing dodge ball and expect to play it. This game allows all children to participate no matter the level of ability. This exercise is also great because apart from a couple of the children very little individual assistance and supervision is required. Great icebreaker for anxious / new participants.

<p>Warm up: Tunnel ball</p> <p><i>Approx. 10 minutes or until the last team has completed the transition.</i></p> <p>4 modified AFL footballs.</p> <p>Kids are organised into teams and formed into lines.</p>	<p>Designated “goal” which can be marked by cones or a set of goals.</p>	<p>All kids face same direction legs standing apart to form a “tunnel’. The child at the end of the line is instructed to bend down and look through the tunnel of legs to expect the ball.</p> <p>On the word “go” the child at the front of the line passes the ball backwards between their legs and successive children do the same until the ball passes successfully through the legs of all the children in the line.</p> <p>Once the ball has reached the last child in line, the pick up the ball and run to the front of the line to repeat the process.</p> <p>Game continues until the child starting at the front of the line reaches the end who then picks up the ball and runs through the “goals”</p> <p>Fastest team to complete the transition is declared the winner.</p>	<p>Clear instruction needed at the start, and accompanied with a demonstration.</p> <p>Assistance can be given to children as required.</p> <p>Assistance can include 1:1 supervision of a child by guiding and directing each stage of the activity, helping the child carry the ball, and leading a child if required.</p>	<p>Fun for all the children though does require a bit more complex set of instructions than dodge ball.</p> <p>The game requires extra coordination and grasping of new concepts requiring higher levels of cognition and attention span which may prove difficult for some of the children.</p>
5 min drink break				
<p>Drill 1: Kicking</p> <p><i>~10min</i></p>	<p>Footballs and volunteers</p>	<p>This drill aims to teach the fundamental process of kicking through a staged approach through grip, run up and ball drop onto kicking foot.</p> <p>Around 3 to 4 children are assigned to a volunteer. Each child takes turns kicking the football at the volunteer who then gives feedback and guidance as required and acknowledge / reward correct techniques and successful kicks.</p> <p>Emphasis is on “Nose to toes” alignment of the football as it leaves the hands to the kicking foot.</p> <p>Promotes focus, timing and coordination.</p>	<p>Main emphasis for this drill was to get the children to kick the football in the general manner of the football leaving the hands and contacting the kicking foot.</p> <p>Lots of encouragement was given to a child and technical advice should be avoided.</p> <p>Children who were unable to coordinate holding and dropping the ball onto the foot the ball were assisted on a 1:1 basis. i.e. the coach / volunteer would hold the ball on the ground for the child to kick allowing the child to experience the kicking motion.</p>	<p>Kicking practice was great and it was all very positive with lots of encouragement. i.e. more emphasis was placed on the child going through the process of setting up for the kick than the actual successful kick itself.</p>

<p>Drill 2: Partner Handball ~10min</p>	<p>Football and volunteers</p>	<p>This drill aims to teach the fundamentals of handball using a staged approach.</p> <p>Around 3 to 4 children are assigned to a volunteer. Each child takes turns using the following technique "Fist to hold an ice-cream, elephant trunk, punch the ball" to handball the football to the volunteer who gives feedback and guidance as required and acknowledge / reward correct techniques and successful handball.</p>	<p>Main emphasis for this drill is getting the children to handball the football with the correct technique.</p> <p>Lots of encouragement was given to the child and technical advice was avoided.</p> <p>For children requiring extra assistance coaching was given on a 1:1 basis i.e. frequent repetition of "Fist to hold an ice cream, elephant trunk, punch the ball" combined with visual demonstration of the skill.</p>	<p>Though because handballing is a more difficult concept to grasp requiring more focus and coordination than kicking for a lot of the children. Using the "Fist to hold an ice cream, elephant trunk, punch the ball" is a great way to help the children visualised the process and translate that into action. Handball techniques improved for most of the children as the drill progressed</p>
---	--------------------------------	--	--	---

Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
5 min drink break				
<p>Game: Modified game with drink / fruit break between rounds. <i>Approx. 10 mins per round</i></p> <p><i>2 rounds</i></p>	<p>AFL goal posts. Cones to mark pitch size. Dependent on the number of players the playing fields divide into three zones.</p> <ul style="list-style-type: none"> • 6-a-side 60m x 40m (3 x 20m zones). • 9-a-side 75m x 50m (3 x 25m zones).12-a-side 90m x 60m (3 x 30m zones). 	<p>The children are separated into two teams. Players from each team are placed in a zone – playing either attacker, midfielder or defender role. Positions are changed throughout the game Volunteers are mixed in throughout the pitch to assist children as required. Once the game is started the children are instructed to try and kick first to one of their team mates who attempts to mark it. Once a mark is taken the child is than required to handball the football to another child on the same team. If the pass is successful that child is encouraged to take a shot on goal. Volunteers can come in at any time to assist a child in any of the skills required. Emphasis is on all the children having a chance to play a part in the team and having a touch of the football. Emphasis is put on no contact / tackling.</p>	<p>Main emphasis was on children having fun and getting to experience playing AFL. Important to ensure that all children are included and get a touch of the ball. 1:1 assistance was given as required for individual children as required. i.e.: marking a ball for the child and guiding them to handball to a team mate or have a shot on goal. Important to emphasis no deliberate contact between the children. Modifications were considered children in walkers, wheelchairs, attention, sensory and cognitive impairments</p>	<p>The children love to play the game, and allow all children the chance to participate in football.</p> <p>It is also apparent that there is a real effort with some of the children to try and practice what they learnt in the skills sessions.</p>
Session Close: Awards and presentations				

Date: 14 MAY 2017 – Week 3		Number of Volunteers: 13		Number of children: 30	
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments	
Admin & welcome ~10 min	As per previous week				
Warm up: Dodge ball ~15 min	The drill is a repeat of previous week.				
Drill 1: "Bin Drop" Catching, handballing and picking up the football while on the move; ~10 min	Multiple modified AFL footballs. The children are organised into teams in lines – each facing a bin (~ 10m).	The children form teams with each team working with multiple volunteers. Each team is lined up facing a bin. The aim of the exercises is for the child to meet and receive the football, carry it for a short distance and try to handball the football into the bin. Variation 1: The child runs towards the volunteer who hand passes the ball to the child who then runs a short distance to handball the football into the bin. Variation 2: The child runs towards the volunteer who rolls the ball along the ground to the child who needs to pick it up, run a short distance to handball the football into the bin.	Clear instruction and a demonstration should be given at the start of the skill exercise. No matter the level of impairment all children are encouraged to have a go at getting the ball into the bin. If the child cannot handball they are encouraged to throw the ball into the bin instead. Children who have difficulties coordinating the skills required for the exercise where assisted on a 1:1 bases on skills such as Catching the ball. For children with cognitive impairments constant leading and directing was used.	The main emphasis was to encourage all children to participate. This drill helped to reinforce basic ball skills in a different context of having to direct the handball at a specific target. This drill did require extra coordination and grasping of new concepts requiring higher levels of cognition and attention span which some children needed extra support.	
Practice basic ball skills in different situations. Catching, handballing and picking up the football while on the move;	Multiple modified AFL footballs. Tackle pads Goals	The aim of the exercises is for the child to approach and catch the football, carry it for a short distance and have a bump against the tackle pads. The child runs towards the volunteer who handballs the football to the child. The child carries the ball and bumps against the tackle pad. After the bump the child is encouraged to have a shot at kicking towards a goal.	Clear instruction and a demonstration should be given at the start of the skill exercise. No matter the level of impairment all children are encouraged to have a go at bumping and having a kick at goal.	This exercise helped to reinforce basic ball skills. The children also loved the physical aspects of this exercise as it allowed them to experience physical side of the game without the risk of injury.	

			<p>A child should be given as many go's as required to kick a goal. Children with difficulties coordinating the skills or with running where assisted on a 1:1 basis with things like holding the ball during the run up to the bag and helping the child with bumping the bag. Children with cognitive impairments were lead and directed on a 1:1 basis throughout the skill.</p>	<p>As with the drill above, this drill required extra coordination and grasping of new concepts requiring higher levels of cognition and attention span which may prove difficult for some of the children.</p>
5 min drink break				
<p>Game: Modified game with drink / fruit break between rounds. ~10 min per round</p>	<p>As per previous week 2 x rounds</p>	<p>Some of the children have started to understand working as a team with passing the ball to team mates and asking for the ball.</p>		
Session Close: Awards and presentations				

Date: 21 MAY 2017 – Week 4		Number of Volunteers: 8		Number of children: 14	
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments	
Admin & welcome ~10 min	As per previous week				
Warm up: Tug of war <i>Game is ongoing can vary dependent on the balance of the teams.</i> ~ 5 - 10 minutes.	Cones to mark out a centre point and team marks approximately 10 meters from the central marker. Long thick rope approximately 20 meters long.	The aim of the game is for the two teams on either side of the rope to pull the rope until the centre point of the rope reaches a certain distance in one direction against the pulling for the other team. All children are encouraged to have a hand on the rope, can be assisted by a volunteer. Emphasis should be placed on working together as a team	Assistance was given on a 1:1 basis for some of the children which included; <ul style="list-style-type: none"> • Helping a child keep their hands of the rope. • Help keep a child's focus and attention on the skill. • Helping a child maintain balance Modification 1: 2 coach's vs children Modification 2: 2 new volunteer's vs children Modification 3: Parents & Volunteers & children	The children loved the modification giving them a chance to compete against the coaches, volunteers and parents. Enjoyed by all participants.	
Warm up/skills: "Speckies" ~ 10min	Multiple footballs and rucking pads. The children are organised into 4 lines (or however many pads you have) formed into lines in front of (about 5m-10m) the rucking pads.	Rucking pad is set up with one volunteer holding the rucking pad with another volunteer holding a football at various height (dependent on each individual child) just in front of the pad. The aim of the exercise is for the child to take a short run towards the ball. The child is encouraged to jump, catch the ball in flight and land onto the pad. The volunteer holding the pad should work to cushion the child's impact.	All children are encouraged to take part in the exercise. In special circumstances where the child is unable or has restricted movement 1:1 assistance was be provided. i.e. The child is , Children who had difficulty with the 'catch' were handed the football after the 'jump' and directed or assisted to the bag to complete the "speckie".	The children love the physical aspects of this exercise - especially when the volunteer supporting the pad exaggerate the force of the impact and fall onto the ground.	
5 min drink break					

Game: Modified game with drink/fruit break between rounds <i>10 – 15 min per round</i>	<i>3 rounds</i> As per previous weeks
Session Close: Awards and presentations	

Date: 28 MAY 2017 – Week 5		Number of Volunteers: 15 Number of children: 26		
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm up: Dodge ball ~15min	Repeat of previous weeks			
Drill 1: Partner Handball ~10min	As per previous week, with progression for children by stepping further away and introducing more variation with the direction, height and speed of the ball			
Drill 2: "Tackle bags" ~10min	Multiple modified AFL footballs. Tackle pads Goals	The children were assigned into pairs and instructed to work together. One child runs at the tackle bag and knocks down a football which has been placed on top. The second child follows and picks up the football and runs to kick a goal. In the next turn the children swap tasks.	Clear instruction and a demonstration should be given at the start of the skill exercise. All children are encouraged to have a go at bumping and having a kick at goal. Children were assists as much as required i.e. leading / guiding a child through the exercise. Help a child maintain focus. Carrying a child to the tackle bag if the child has trouble running.	The children loved the physical aspect of attacking the bag. The children were able to experience physical aspects of the game with limited risk of injury. The children also experienced working together with a partner.
5 min drink break				

<p>Game: Modified game with drink / fruit break between rounds.</p>	<p>Variation: This week the group was separated into 4 teams playing on two fields. Some of the children have also started to have an understanding of working as a team with passing the ball to team mates and asking for the ball.</p>
<p>Session Close: Awards and presentations</p>	

Date: 11 JUN 2017 – Week 7		Number of Volunteers: 10	Number of children: 29	
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Drill 1: "Bin Drop" ~10min	Repeat of previous week			
Warm up: Tug of war ~10min- 15min	Repeat of previous week			
Drill 2: Rob the nest ~10min	Cones "Eggs" (Multi-coloured tennis balls/ bean bags, footballs) -	<ul style="list-style-type: none"> - Eggs are placed in the middle of 4 cone markers in the centre of the playing area. - Cone markers are placed in a square shape of equal distance from the eggs (approx. 20m), with each corner forming each of the team zones. <p>Kids are organised into 4 teams evenly distributed behind each cone. The aim of this game is to "Rob" as many eggs (footballs) as possible from the centre of the square.</p> <p>At the word "Go" one child from each group runs to the centre of the square to pick up one football and returns to the team cone.</p> <p>Once the child reaches the cone they tag the next child in line who repeats the processes.</p> <p>The game continues until there are no balls left in the centre of the square.</p> <p>The winning team is the team with the most footballs.</p>	<p>Balls used are modified footballs. Official AFL size 2 (64cm x 48cm) designed for ages 9 – 11 years.</p> <p>Clear demonstration and instruction was given at the start of the game to ensure children understood the concept.</p>	<p>The integration of members of teenage volunteers from the junior football team has been especially effective particularly when the same volunteers attend weekly to assist children with skills, maintaining attention and directing the child through the exercise</p> <p>The ratio of volunteer to children varied from 1:1, 1:3, 1:5 - depending on the cognitive and physical abilities of the children attending the day.</p>

		Once a winner is declared all footballs are returned to the centre of the square and the game is started again.		
Drill 3: Kick on goal ~10min- 15min	Multiple modified footballs. AFL goal posts	<p>The children were split equally into 4 teams with each team working with several volunteers.</p> <p>The volunteers required for this exercise are:</p> <ul style="list-style-type: none"> - 1 to keep the children in line and instruct them on when to start the drill - 1 volunteer to pass the ball to a child - 2 to 3 volunteers behind the goals to encourage the children to kick a goal and collect balls - Other volunteers assigned to individual children with specific needs <p>All teams are lined up facing a set of AFL goals.</p> <p>The aim of the exercises is for the child to meet and receive the football utilising skills learnt and practiced from previous training sessions.</p> <p>Once the child has the ball they run for a short distance and try to score a goal by kicking the ball.</p>	<p>Tailoring: Children were encouraged to kick the ball and they were allowed to run as close to the goal as was required to facilitate success.</p> <p>Modifications:</p> <ol style="list-style-type: none"> 1. The ball was rolled to a child 2. The ball was handballed to a child 3. The ball was held at a certain height for a child and the child encouraged to jump and grab the ball to simulate a mark. <p>Coaching points: Children with coordination, cognition, and focus difficulties were assisted on 1:1 basis by the volunteer physically leading them through the drill with constant guidance, encouragement and instructions.</p>	<p>The children loved to score goals. This drill was a lot of fun for the children as it combined all the skills with the extra fun of having a chance to kick a goal at the end.</p> <p>1:1 coaching / assistance allowed all children to participate in the drill.</p>
Game: Modified game with drink / fruit break between rounds		An improvement on previous week's game was that some of the children were observed to be more responsive to directions and instructions from the coaches with passing the ball to team members.		
Session Close: Awards and presentations				

Date: 18 JUN 2017 – Week 8 Number of Volunteers: 10 Number of children: 26				
Activity (time)	Equipment/Set up	Procedures	Tailoring/modification & Coaching 'points'	Comments
<p>Warm up "Farmer chasing the chickens" <i>Approx. 5min per round</i> <i>3 x rounds</i></p>	<p>Cones to mark out a square "cage" approx. 15m x 15m.</p> <p>Bibs for "tail feathers"</p>	<p>All the children are "chickens" One child is designated as the "farmer". The farmer's job is to catch the chickens by 'plucking' their tail feathers. Once a chicken has been caught they become a farmer to help catch chickens. The game continues until all chickens become farmers. The last chicken left is declared the winner.</p> <p>Before the game each "chicken" was issued with a bib which was tucked into the back of the shorts to act as "tail feathers" The children were taken to the cage and the game was started with a count down.</p>	<p>Tailoring: Children with special requirements were assisted inside the case on a 1:1 basis Modifications: Modification had to be made shortly after the game started as the "chickens" basically "flew" straight out of the "cage". Even though the game area was clearly marked out by cones the children in their excitement ran straight out of the area once the game started. To correct the problems the children were recalled to the centre of the gaming area and volunteers were asked to stand around the square to act as a fence and the game was restarted. Coaching points: Due to the chaotic nature inside the cage with children running around in all directions frequent contact occurred between the children. One child was visibly upset after been bumped over and self-withdrew from the game. The child was unable to be coaxed back and sat out of the exercise. Contact is unavoidable in a game like this but it was noted that a coaching modification was that children were directed to run in one direction only.</p>	<p>The children really loved this game and apart from the initial "escape" were all really involved.</p> <p>Whether it was due to the nature of the "game" (chasing and catching) or because it was new it was observed that almost all the children participated in the exercise. A couple of children who in previous weeks were observed to be consistently withdrawn and shown reluctance to participate in drills were seen to be fully involved and enjoying the game.</p> <p>Note: The participation and involvement levels for these children was observed to continue for the rest of the training session. This was also noted by the coach who acknowledged the effort with a certificate at the end of the session.</p>

<p>Drill 1: "Bin Drop" ~10min</p>	<p>Repeat of previous week It was observed some of the children had started improve at the basic handball drills and when prompted by a volunteer would slow down and go through the handball drills.</p>			
<p>Drill 2: Handball through targets + "Speckies" ~10min .</p>	<p>Multiple modified AFL footballs. 2 x Handball targets 2 x Rucking Pads</p>	<p>The children are organised into 4 equal groups working in 2 stations. Each station contains 1 handball target and 1 rucking pad. Children were encouraged to handball however they could throw or pass the ball through the target or rebound net.</p>	<p>One or two of the children with attention and focus issues were fixated on balls and would not participate in the exercise until they had that specific ball. To facilitate these children the special balls were collected frequently to ensure that these balls were available to these children. Children were encouraged to practice handball drills. The volunteers at the targets and rebound did this by saying: "Try handballing the ball" "Remember to practice your handball skills" "Fist to hold an ice-cream, elephant trunk, punch the ball" Volunteers looking after the line were asked to ensure each child got a turn, particularly. noting children too timid or unable / unwilling to assert their turn Children with either coordination, mobility, cognition, or focus difficulties were assisted on 1:1 basis by volunteers with:</p> <ul style="list-style-type: none"> • Leading the child to the ball • Catching a ball on a child's behalf. • Directing a child in each step of the drill. • Encourage, direct and help maintain a child's focus. 	<p>It was important for the volunteers looking after the line to ensure the children keep their order as it was observed that most of the children kept returning to the speckies.</p>

<p>Game: Modified game with drink / fruit break between rounds <i>10 – 15 min per round</i> <i>2 rounds</i></p>	<p>An improvement on previous week's game was that some of the children were observed to be more responsive to directions and instructions from the coaches with passing the ball to team members.</p>
<p>Session Close: Awards and presentations</p>	

Starkick buddy day

Benefits for Junior Players:

- Allows the junior players to interact with children who they have not interacted before.
- Develop socially and mentally by cultivating an awareness and respect for diversity.
- Learn positive skills from their buddies by seeing things from a different perspective.
- Learn values from things they take for granted.
- Helps promote connectedness (club unity).
- Builds empathy.

Benefits for Starkick participants:

- Receive more one-on-one support and guidance.
- Helps promote connectedness.
- Allows them to “model” skills and social interactions.
- Hearing things explained in different ways.
- Experience more independence.

Benefits for the club:

- Promotes club unity.
- Help develop and foster clubmanship.
- Promote understanding of the Starkick program

Date: 25 JUN 2017 – Week 9 Number of Volunteers: 10 + 15 Y10 squad Number of children: 26 + Coolbinia Bombers Grandparents' and Buddy Day				
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Starkick Buddy day was a day organised for the Coolbinia Bomber Junior Football Club Year 10 to be buddies for a day for the Starkick children. The benefits of this initiative are multiple		At the start of the session the head coach explained the purpose and aims of buddy day. The junior players were than spilt up and paired individually with a Starkick child. The paired buddies than worked together for the rest of the Starkick training session	Junior players needed to be encouraged to avoid over-helping –trying to do everything for their Starkick buddy. Children in Starkick who were capable of being placed in the “tutoring role” i.e. were allowed to “teach” the senior players on “This is how you handball”, “This is how you kick”	It was observed that the Starkick children readily took to training with the junior players and little apprehension was shown. The parents and helpers also really appreciated the day with several appreciative comments written to the club with comments such as: Junior player: <i>"Dad, that was the best thing I have ever done on the footy field!!!"</i> Grandparents of a Starkick child: <i>"The young man who was Ethan's buddy was exceptional, his name is ----- and he was amazing!"</i>
Dodge ball ~15min		Same as previous weeks	Junior players 'buddies' run together with junior players instructed to protect the Starkick children from being hit by the balls. Then at the end the buddies run with just the Starkick children throwing the balls in. Modifications: Grandparents incorporated into the throwing of the balls.	The game helped the buddies quickly build rapport and establish “mentor / mentee” relationship. The “protecting” aspects gives the Junior player a quick, subjective assessment of the Starkick child's abilities. Both Junior players and Starkick children loved the game especially when the roles were reversed when the junior players had to run the gauntlet.
Equipment same as previous weeks		As previous weeks with the addition of the buddy system which allows	Some Starkick children were given the opportunity to be the “coaches”	Starkick children benefitted from the one-to-one training by:

	<p>the Starkick children to receive one-to-one training and guidance. Buddies spread out over a wide area. Buddies work in pairs to practice drills.</p>	<p>running through the drills with the junior players.</p>	<ul style="list-style-type: none"> • Having more individual time with the ball to practice skills. • Having someone to model skills after. • Receiving tailored instructions and feedback. <p>Starkick children with difficulties with focus and attention received guidance when required.</p>
<p>Drill 2 Speckie Bags Marking + Bump Bags ~10 min</p>	<p>Repeat from previous weeks</p>		
<p>Game: Modified game with drink / fruit break between rounds 10 – 15 min per round 2 rounds</p>	<p>Buddies spread out over the field. Each buddy pair was given a position to play by the coach. Buddies work in pairs to play that position. Position changes though out the game.</p>	<p>Junior players were instructed to help the Starkick children as much as they can i.e. Physically: Help them mark the ball. Setting up a ball for a kick Guiding and leading Verbally; directing them where to go with verbal commands such as “Here run this / that way” “Handball to your team mate there” “Have a kick at goal!”</p>	<p>With the addition of the buddy system it was observed the game seemed to run a bit more smoothly than previous week. This was probably due to the one-on-one guidance each child was receiving. Fluidity in the game makes it more fun giving the Starkick children a better sense of what a real AFL game is like Having a buddy system also ensured that every child got a chance to participate and have a kick on goal.</p>
<p>Session Close: Awards and presentations Awards and presentations were given out by the junior players</p>			

2017 East Fremantle Sharks Program

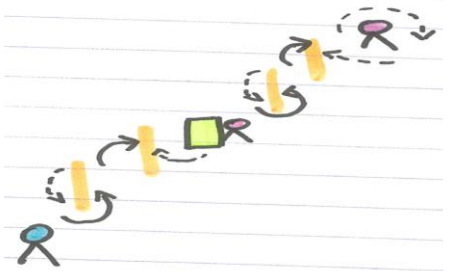
The East Fremantle team had on average **15 participants** (ranging from 7-24) attend per session, and on average 4 volunteers per session (ranging from 2-6). However many parents were also very actively involved throughout the season. Fremantle sessions included many games and drills keeping the children very engaged and active throughout. Towards the end of the season, a modified football game was also included at the end of the session.

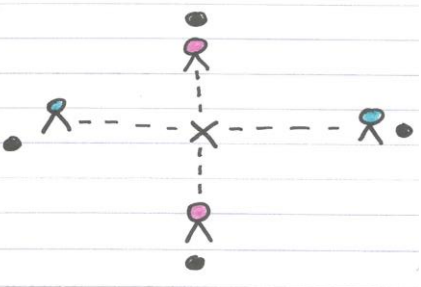
Date: 07 MAY 2017 – Week 1 Number of Volunteers: 2 ESRS Volunteers + Parents Number of children: 24				
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Introduction & welcome ~ 10min	Introduce Coaches / volunteers Name tags. Attendance list	Children are gathered with volunteers and parents in a group. Coach gives a welcoming brief. Volunteers go around issuing name tags to all children. Document attendance.		
Warm up: Dodge ball ~ 10-15min	5-10 footballs Cones lining up a 15m track	An area to run between is delineated with a start line and a finish line. Children line up along the start line, with volunteers alongside if required. Parents and 'spare volunteers' line up alongside the sidelines of the area that the children will be running through with a ball in hand. They will be rolling the footballs that will be dodged. Coach yells 'go', children run through whilst people on the side roll the ball in. If a child gets hit, they are out and join the side lines. Children on the side line get a turn in rolling ball.	Volunteers linked up with children and run through with them. Directions were given to ensure that the ball must be rolled not thrown high (at head). Parents can be involved in rolling balls to children.	Children loved how everyone was getting into it – including their parents.
Drill 1: Throwing ~10-15min	Footballs Cones	Leaderball	This is a basic skill activity where focusing on throwing to the target (i.e. person catching) is required. For children who use mobility aids, a volunteer or parent supported the child around their trunk to assist with balance.	
Drill 2: Handball, kicking,		Separate the children into 4 groups, each with a leader. Leader in front of semi-circle of children, throws ball to	This is a more focused, football specific skill activity. Children were encouraged to use specific skills of handball (using 2	

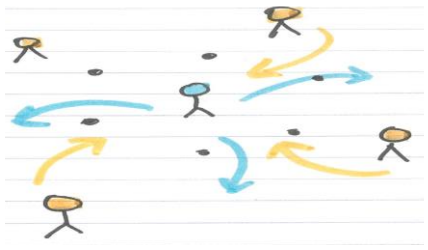
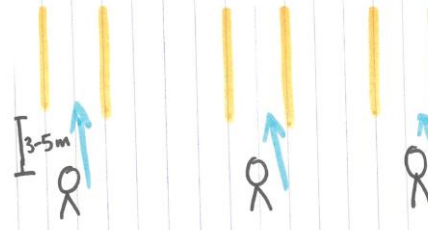
throwing and rolling ~10-15min		children in turn, they catch and return ball by handball/kick/throw/rolled.	hands) and kicking to get used to the movements. For children who use mobility aids, a volunteer or parent supported the child around their trunk to assist with balance for the handball task. Similarly, for kicking, the child was given support at their trunk for balance. The child could choose to either drop kick or place the ball on a small cone.	
Drill 3: Hand ball ~10-15min	Footballs Cones	Separate the children into 4 groups, each with a leader. A child at the front of the line picks up a football from a cone and handballs it to leader. The child then runs to the leader who passes the ball back to the child. The child then runs to the back of their line. The next child has a turn.	Children could either choose to walk, fast-walk or run to the leader while handballing the ball to encourage/assist accuracy of the handball pass. Children were to handball whilst moving from one spot to another, and mimic movements in footy.	This was a bit more difficult for children compared to when they were just passing whilst in stationary position.
Game: Rob the nest ~10-15min Fun game to incorporate movements in footy	15+ Footballs and Hula-hoops	Children are separated in 4 groups and everyone works together to win the game. Balls to collect starts in the middle. Children run and collect as much balls as possible (only one ball at a time) and bringing it to their 'nest'. After the balls in the middle are gone, they have time to 'rob' the balls from other peoples' 'nests'. Whoever has most balls in the end wins.	Agility is also incorporated here as children were encouraged to change direction, side to side to grab the footballs.	Obvious enjoyment of this game was noted as it was a little bit competitive compared to other activities.
Tunnel ball ~10-15min Fun game/ warm down	1 Football	Children line up and then roll ball in between their legs. They must push ball backwards.		

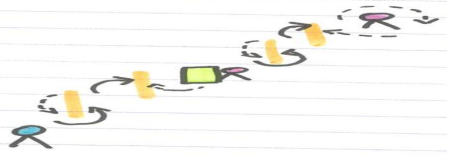
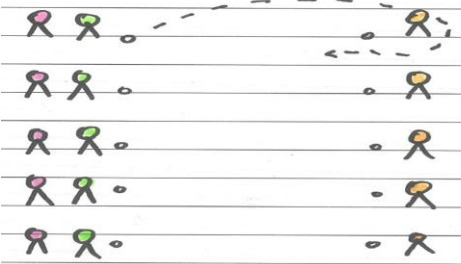
Date: 14 MAY 2017 – Week 2 Number of Volunteers: 2 ESRS Volunteers + Parents Number of children: 18				
Activity (time)	Equipment/Set up	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm-up: Dodge ball ~10-15min	As per previous weeks			
Obstacle course ~10-15min Skill activity: Tackling skill	Rucking Pad/Crash pad Footballs Cones	Four separate obstacle courses are set up with a supervising adult at each obstacle course. This enabled the larger group to be divided into four smaller groups so that everyone got a turn and there was minimal standing around time between turns. Weave between agility posts, bash into crash pad then pass ball to children at other end who comes back the other way.		They loved the idea and opportunity to 'tackle' the coach.
Drill 1: Handball and kicking ~10-15min	Footballs Cones	Leader rolls ball out – child picks ball up and returns it by using specified skills such as handball and/or kicking.	As previous week	Children loved this as they improved from the last session.
Drill 2: Handball and kicking, throwing and rolling ~10-15min	Footballs Cones	Leader in front of semi-circle of children, throws ball to children in turn, they catch and return ball by handball/kick/throw/rolled.	As previous week	Children continue to improve compared to their first session. Coaches required more time so they could focus on these specific skills.
Rob the nest ~10-15min	15+Footballs Hula-hoops	As for previous week	As previous week	Children loved this game as it was more competitive each time.
Shots for goal ~10-15min Kicking skill activity	2-3 footballs Goals	Go to the goal and practice shooting to the goal.	2-3 children at a time to practice kicking goals – kicking skill.	Children loved it when they scored a goal.

Date: 21 MAY 2017- Week 3 Number of Volunteers: 4 ESRS Volunteers, 2 Footy Club Volunteers + Parents Number of children: 13				
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm-up: Dodge ball ~10-15min	As per previous weeks			
Tackling Obstacle course ~10-15min	Crash pad Footballs Cones	Children weave between agility posts, bash into crash pad then pass ball to child at other end who comes back the other way	As previous week	
Skill activity: Handball, kicking, throwing and rolling acquisition ~10-15min	Footballs Cones	As previous week	As previous week	Children's skills improved from their very first session as they had an even better idea on how to do the activity and they had more practice.
Skill activity: Handball ~10-15min	Footballs 2-3 Footy target goals Cones	Children must throw/handball in the middle of the footy target goals to improve their target practice.	Children can be directed to move closer to the target goal when they are unable to achieve success on their first or second try. Give feedback (e.g. throw higher, hit the ball harder) on each throw to encourage improvement and additional success.	Children loved every time they succeeded.
Game: Rob the nest ~10-15min	Repeat of previous weeks.			

Date: 11 JUNE 2017 – Week 4		Number of Volunteers: 3 ESRS Volunteers and Parents		Number of children: 19 children	
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments	
Warm up: Dodgeball ~10-15min	Repeat of previous weeks				
Drill: Obstacle course Tackling and agility skill ~10-15min	3x Crash pads Football for each kid Cones 4x Agility posts: 3m apart	 <p>Child (blue) is to weave between agility posts (orange) while holding a ball, then bash into crash pads (yellow) that the volunteer is holding in the middle. At the very end of the last agility post, there is another volunteer (pink) waiting for the child's pass/handball.</p> <p>They then return it to the same child, and the child does the activity the other way (dotted lines) – come back to their starting point.</p> <p>The child then pass ball to another child for them to have a turn. Three separate obstacle courses are set up with a supervising adult at each obstacle course.</p>	Ensure teams are kept small (max 4 children) so that the children aren't waiting a long time for their turn.	The children seemed to love the feeling of 'tackling' the coach	

<p>Drill: Semicircle handballing and kicking ~10- min</p>	<p>Football Cones</p>	<p>Leader in front of semi-circle of children, throws ball to children in turn, they catch and return ball by handballing and changing over to kicking.</p>	<p>As previous week</p>	<p>Children's skills improved compared to their very first session as they have an even better idea on how to do the activity and as they had more practice.</p>
<p>Cross-passing ~5-8 min Improve passing/handballing skills whilst in motion and with other people running around them.</p>	<p>Football Cones</p>	<p>Separate children in 3 groups with 2 pairs in each group, therefore, 4 children in 1 group. Four cones are set up in a square, approximately 10m from each other. A child is positioned at each cone. Each colour is a pair and must have one football for each pair. The goal is to pass / handball to their partner while walking towards the centre (cross shown in the diagram), while watching out for the other pair who are doing the same thing. When both children in the pair meet halfway they stop passing the ball to their partner and continue running to their partner's cone.</p> 	<p>Children practice handball and catching whilst moving, mimicking movements in footy. This is a progression from passing whilst in a stationary position.</p>	<p>Instruction and demonstration is required to avoid children getting confused. A typical error was children returning to their cones instead of going to their partners' cone.</p>
<p>Target goals ~10 min Improve handballing skills to the target goals.</p>	<p>Football 3 Footy target goals Cones</p>	<p>Children must throw/handball the football through the middle of the footy target goals to improve their target acquisition.</p>	<p>As previous weeks</p>	

<p>Ball kicking and collecting ~10 min</p>	<p>Football Cones</p>	<p>Six cones are set up in a circle – about 10m diameter. One child stands in the middle of the circle (blue) and the other children outside the circle. The child inside the circle kicks the ball in any direction so that it goes outside the circle. The children (orange) outside the circle chase the ball. When one child picks up the ball they get a turn kicking from inside the circle.</p> 	<p>Careful instruction and demonstration is required to avoid children getting confused with whose turn it is to be kicking and whose turn it is to be collecting.</p> <p>Ensure everyone gets a turn in kicking and picking up the football.</p>	<p>There was obvious enjoyment shown by the children when it was their turn to kick.</p> <p>Some guidance is needed, and consistent feedback needed to be given to the children.</p>
<p>Goal kicking ~10 -15 min Kicking skill activity</p>	<p>Sets of goals – adequate numbers so that children aren't waiting too long for a turn Football</p>	<p>Goals set up alongside each other with volunteers catching the balls that are kicked by the children. Start children at 5m and increase or decrease distance depending on child's level of ability. Ensure there is a challenge and a success.</p> 	<p>For the child who uses walking aids – support the child at their trunk to help them balance. Child can choose to drop kick or place the ball on a small cone. The activity could be progressed by asking the child to catch the ball when it is passed back by the volunteers.</p> <p>Vary the distance so that the child has to think before kicking</p>	<p>There were children waiting – The coach was noted to increase the number of goals so that more children are doing the activity at the same time. Children who were waiting were set another task practicing handball and/or kicking with volunteers.</p>

Date: 18 JUNE 2017 – Week 5		Number of Volunteers: 5 (adult), 4 (young) and Parents		Number of children: 19 children	
Activity (time)	Equipment/Set up	Procedures	Tailoring/modification & Coaching 'points'	Comments	
Warm up: Dodgeball ~10-15min	As previous weeks				
Obstacle course ~10 -15 min Skill activity: Tackling and agility skill	3x Crash pads Football for each child Cones 4x Agility posts: 3m apart	As previous weeks 	Whilst the children were waiting for their turn, another volunteer did handball and kicking skills.	The children appeared to love the feeling of 'tackling' and loved the mini skills with the volunteers. There was no boredom evident as children were occupied practicing their skills every minute.	
Drill: Handball ~12 -15 min	2 set of 5 cones in line with each other – about 10m apart (shown in the diagram). Kicking skill 5 footballs	<p>Volunteer (orange) rolls the footy ball to the first child (green) in the line. The child picks up the ball and while going towards the volunteer (walking/running), handballs to the volunteer. The child then runs around the volunteer and to the back of their line. Next child (pink) must do the same skill.</p>  <p>Repeat as above but this time the child kicks to the volunteer.</p>	<p>Every child had about 6-7 turns each and then everyone moved to the next activity.</p> <p>While waiting for their turn, other volunteers were doing mini skills with them (e.g. handball and kicking) to get them to practice and stop them from being bored.</p>	Some children were able to control where the ball was going whilst in motion i.e. able to handball or kick to the volunteer. However, some children had to stop and then do the skill.	

Target goals ~10 min Improve handballing skills to the target goals.	Footballs 3 Footy target goals Cones	Children must throw/handball the football through the middle of the footy target goals to improve their target acquisition. Provide feedback on performance, e.g. throw higher, punch harder	Children can move closer to the target goal when they are unable to achieve on their first or second try.	An enjoyable task for the children especially when they hit the target.
Rob the nest ~10 -15 min	As per previous weeks			
Goal kicking ~10 -15 min	Sets of goals Footballs	As per previous week kicked.		

Date: 25 JUNE 2017 – Week 6 Number of Volunteers: 3 ESRS, parents, 3 young adult Number of children: 7 children				
Activity (time)	Equipment/Set up	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm up: Dodge ball ~10 min	As per previous weeks			
Skill activity: Tackling and agility skill Obstacle course ~10 -15 min	As per previous weeks			
Handball skill ~10 -12 min	As per previous weeks			
Kicking skill ~10 -12 min	As per previous weeks			
Target goals ~10 min Improve handballing skills to the target goals.	As per previous weeks			
Goal kicking ~10 -15 min	As per previous weeks			

Date: 22 JULY 2017 – Week 7 Number of Volunteers: 4 Volunteers & Parents Number of children: 8 children				
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm up: Dodge ball ~10 min	As per previous weeks			
Skill activity: Tackling and agility skill Obstacle course ~10-15 min	As per previous weeks.			
Game: Tug of war ~10 min	Rope	Two teams of 5-6 (including volunteers) pull at opposite ends of a rope until one drags the other over a central line.	Ensure that the children are holding the rope tightly but only to the point that it doesn't hurt them. Must be assisted with adults (coach/parents). Children must lower their body whilst pulling for the chance of winning.	Everyone loved it as it is a new competitive activity. Everyone also gets a turn and it really challenges their strength.
Drill: Handballing ~12 -15 min	As per previous weeks.			
Rob the nest ~10 -15 min	As per previous weeks			
Goal kicking ~10 -15 min Sets of goals Footballs	As per previous weeks			

2017 Joondalup Jets Program

The Joondalup team had on **average 14 participants** (ranging from 10-16) attend per session, and on average 8 volunteers per session (ranging from 6-10). This works out to be around 2 children per volunteer ratio. Joondalup Jets ran by beginning with games and drills, followed by a 2 x 10 minutes modified football game (which includes a ~5 minute break) to coincide with the oval's sirens.

Date: 06 MAY 2017 – Week 2		Number of Volunteers: 9 Number of children: 14		
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Introduction & welcome ~ 10min Introduce Coaches / volunteers. Document attendance.	Name tags. Attendance list	Children are gathered with volunteers and parents in a group. Coach gives a welcome and brief overview. Volunteers go around issuing name tags to all children	Coach / Volunteers introduce themselves to the children and parents.	Name tags essential to identify children and to help logging attendance.
Warm up: Dodge ball <i>Up to 5 minutes per Game until a winner is declared. Game is reset as required. Total time approx. 15 min.</i>	Cones to mark out a rectangular pitch. Balls used are modified footballs. Official AFL size 2 (64cm x 48cm) designed for ages 9 – 11 years.	Size of the pitch can be changed dependent on the number of participants. The number of balls can vary dependant on the number of participants. The game starts with all the children lined up on one side of the short sides of the rectangular pitch with volunteers lined up on either of the long sides of the rectangular pitch with multiple modified footballs. The object of the game is for all children to try to get from one side of the pitch to the other without getting hit by a ball. While the children try to get from one side to the other, the volunteers roll the balls across the pitch underhand and on the ground. The children need to get across to the other side of the pitch by moving, dodging balls coming from multiple sides. If a child has been hit, they are "out" and join the volunteers on the side of pitch as a ball roller. Play continues until only one child is left on the pitch and is declared the winner.	Be clear that there is no high throwing, the ball is to be rolled along the ground. Volunteers are instructed to roll the balls under arm only and at a gentle pace. All children are encouraged to participate and there is leeway given to the children in the first few rounds before they are counted as out. Children can be helped by running alongside them, leading them or pushing them (wheelchair).	Children who previously participated in Starkick look forward to playing dodge ball and expect to play it. This game allows all children to participate no matter the level of impairment. This exercise is also great because apart from a couple of the children very little individual assistance and supervision is required. Great icebreaker for anxious / new participants.

<p>Drill 1: "Bin Drop" ~10 min Practice basic ball skills in different situations. Catching, handballing and picking up the football while on the move.</p>	<p>Multiple modified AFL footballs. 4 bins Organise children into 4 teams, start them lining up into 4 lines, each facing a bin.</p>	<p>The aim of the exercise is for the child to meet and receive the football, carry it for a short distance and try to handball the football into the bin. The ball is either passed or rolled along the ground to the child.</p>	<p>Clear instruction and a demonstration should be given at the start of the skill exercise. If the child struggle to handball they are encouraged to throw the ball into the bin instead.</p>	<p>Main emphasis is to encourage all children to participate. Helps with reinforcing basic ball skills, and hand eye coordination</p>
<p>Drill 2: "Run and Bump" ~10 min Kicking a football on the run "Bump" portion of the exercise allows the children to experience a bit of the physical aspects of football.</p>	<p>Multiple modified AFL footballs. Tackle pads Goals</p>	<p>The aim of the exercise is for the child to meet and catch the football, carry it for a short distance and have a bump against the tackle pads.</p> <ul style="list-style-type: none"> - The child runs towards the volunteer who handballs the football to the child. - The child carries the ball and bumps against the tackle pad. - After the bump the child is encouraged to have a shot at goal. 	<p>Clear instruction and a demonstration are given at the start of the skill exercise. All children are encouraged to have a go at bumping and having a kick at goal. Volunteers assist as much as required.</p>	<p>Main emphasis is to encourage all children to participate. Require hand-eye co-ordination and ball manipulation.</p>
<p>5 min drink break</p>				

<p>Game: Modified game</p> <p>~10 min 5 min drink break Then another 10 min game</p>	<p>Goal posts.</p> <p>Cones to mark pitch size.</p>	<p>Depending on the number of players the playing field is divided into three zones.</p> <ul style="list-style-type: none"> - 6-a-side 60m x 40m (3 x 20m zones). - 9-a-side 75m x 50m (3 x 25m zones). - 12-a-side 90m x 60m (3 x 30m zones). <p>The children are separated into two teams with players from each team placed in a zone playing either attacker, midfield or defender role.</p> <p>Volunteers are mixed in throughout the pitch to assist children as required.</p> <p>Once the game is started the children are instructed to try and kick first to one of their team mates who attempts to mark it.</p> <p>Once a mark is taken the child is then required to handball the football to another child on the same team.</p> <p>If the pass is successful that child is encouraged to take a shot at a goal.</p> <p>Volunteers can come in at any time to assist a child in any of the skills required.</p> <p>Emphasis is on all the children having a chance to play a part in the team and having a touch of the football.</p>	<p>Main emphasis should be on children having fun and getting to experience playing AFL.</p> <p>Important to ensure that all children are included and get a touch of the ball.</p> <p>Assistance should be given as required.</p> <p>Important to emphasise no contact.</p>	<p>This bring together the skills learnt in the drills and allow the children to apply them in a fun and safe environment.</p> <p>The modified game allows children with all levels of disability and impairment to participate in a team environment.</p> <p>Introduces the rules of the game and gives the children an idea of how the game is played.</p> <p>Children love to play the game and it is apparent that there is a real effort to with some of the children to try and practice what they learnt in the skills sessions.</p>
<p>Session Close: Awards and presentations</p>				

Date: 13 MAY 2017 – Week 3		Number of Volunteers: 6 Number of kids: 10		
Activity (time)	Equipment/Set up	Procedures	Tailoring/modification & Coaching 'points'	Comments
Introduction & welcome ~10 min	As per previous week			
<p>Warm up: "Rob the nest (modified)"</p> <p>~10 min</p> <p>Regardless of levels of impairment. Children have fun and warm up at the same time.</p>	<p>Cones</p> <p>"Eggs" (Multi-coloured tennis balls/bean bags, footballs)</p>	<p>Eggs are placed in the middle of 4 cone markers in the centre of the playing area.</p> <p>Cone markers are placed in a square shape of equal distance from the eggs (approx. 20m), with each corner forming each of the team zones. Children are organised into 4 teams evenly distributed behind each cone.</p> <p>The aim of this game is to "Rob" as many eggs (footballs) as possible from the centre of the square.</p> <p>At the word "Go" one child from each group runs to the centre of the square to pick up one football and returns to the team cone.</p> <p>Once the child reaches the cone they tag the next child in line who repeats the processes.</p> <p>The game continues until there are no balls left in the centre of the square.</p> <p>The winning team is the team with the most footballs.</p> <p>Once a winner is declared all footballs are returned to the centre of the square and the game is started again</p>	<p>Clear instruction needed at the start of the game as not all children will understand the concept.</p> <p>The integration of members of teenage volunteers from the junior football team is especially effective.</p> <p>Volunteers work with the children on a 1:3 to 1:5 ratios, as required.</p> <p>Where a child requires special assistance, the volunteers can work with the child on a 1:1 basis with skills, to assist the child to maintain attention and directing the child through the exercise</p>	<p>The children really enjoyed this game as it introduced competition and working as a team. Rob the nest did require a bit more complex set of instructions than dodge ball as it required the children to coordinate running, picking up a football and tagging the next child in line requiring higher levels of attention span and coordination - which was difficult for some of the children.</p>
Warm up: Dodge ball ~15 min	As per previous week			
5 min drink break				

<p>Drill 1: Partner Handball ~10 min This drill aims to teach the fundamentals of handball using a staged approach.</p>	<p>Multiple modified footballs with multiple volunteers.</p> <p>Around 3 to 4 children are assigned to a volunteer.</p>	<p>Each child takes turns using the following technique “Fist to hold an ice-cream, elephant trunk, punch the ball” to handball the football to the volunteer who gives feedback and guidance as required and acknowledges / rewards correct techniques and successful handball.</p>	<p>Main emphasis for this drill is getting the children to handball the football with the correct technique. For children requiring extra assistance coaching could be given on a 1:1 basis i.e. frequent repetition of “Fist to hold an ice cream, elephant trunk, punch the ball” combined with visual demonstration of the skill.</p>	<p>Handballing can be a difficult concept to grasp, requiring more focus and coordination than kicking for a lot of the children. It was noted that using the “Fist to hold an ice cream, elephant trunk, punch the ball” was utilised instead of technical language Handball techniques did improve for most of the children as the drill progressed</p>
<p>Drill 2: Kicking ~10 min</p>	<p>Multiple modified footballs with multiple volunteers.</p> <p>Around 3 to 4 children are assigned to a volunteer</p>	<p>Each child takes turns kicking the football at the volunteer who then gives feedback and guidance as required and acknowledges / rewards correct techniques and successful kicks.</p>	<p>Main emphasis for this drill is getting the children to kick the football in the general manner of the football leaving the hands and contacting the kicking foot. Lots of encouragement should be given to a child and technical advice should be avoided. The emphasis is on “Nose to toes” alignment of the football as it leaves the hands to the kicking foot. Children who are unable to coordinate holding and dropping the ball onto the foot the ball should be assisted on a 1:1 basis. i.e. the coach / volunteer should hold the ball on the ground for the child to kick allowing the child to experience the kicking motion.</p>	<p>Gave the children a sense that they are “kicking” like real professionals. The drill worked well as it was conducted in a positive manner with lots of encouragement i.e. more emphasis was placed on the child going through the process of setting up for the kick than the actual successful kick itself.</p>

5 min drink break	
Game: Modified game with drink / fruit break between rounds. <i>~10 min per round 2 rounds</i>	As per previous week
Session Close: Awards and presentations	

Date: 20 MAY 2017 – Week 4					Number of Volunteers: 7					Number of children: 11				
Activity (time)	Equipment/Set up	Procedures					Tailoring/modification & Coaching 'points'					Comments		
Warm up: Dodge ball ~10 min		Repeat of previous week												
Warm up: "Rob the nest" ~10 min		Repeat of previous week												
5 min drink break														
Drill 1: Handball ~10 min		Repeat from previous week												
Drill 2: Kicking ~10 min		Repeat from previous week												
5 min drink break														
Game: Modified game ~10 min per round		Repeat from previous week 2 rounds With drink/fruit break between rounds												
Session Close: Awards and presentations														

Date: 27 MAY 2017 – Week 5		Number of Volunteers: 10 Number of children: 16		
Activity (time)	Equipment/Set up	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm up: Dodge ball ~ 10 min	Repeat of previous week			
5 min drink break				
Drill 1: Handball with target ~ 10 min	Footballs Targets	The children are lined up in front of the AFL handball target. Each child takes turns using the following technique "Fist to hold an ice-cream, elephant trunk, punch the ball" to handball the football through the middle of the target. Main emphasis for this drill is getting the children to handball the football with the correct technique using the palms or the back of the hands.	If the child is unable to handball they are encouraged to throw or pass the ball through the target. Tailoring: Children were positioned as close to the target as required to enable them to either handball or throw the ball through the target.	Children were encouraged to use any means to get the ball through the target and many were visibly jubilant when they managed to get the ball through the target.
5 min drink break				
Game: Modified game ~ 10 min rounds	As per previous weeks. 3 rounds with drink / fruit break			
Session Close: Awards and presentations				

Date: 10 JUN 2017 – Week 6		Number of Volunteers: 8 Number of children: 16		
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm up: Dodge ball ~ 10 min	As for previous weeks			
Drill 1: Handball with targets ~ 10 min	As per previous weeks with two sets of handball targets			
Drill 2: Rob the nest ~ 10 min	As for previous weeks			
Game: Modified game ~ 10 min per round	As for previous week with drink / fruit break between rounds. 3 rounds			
Session Close: Awards and presentations				

Date: 24 JUN 2017 – Week 8		Number of Volunteers: 8 Number of children: 13		
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm up: Dodge ball ~15 min	As for previous weeks			
War up: Rob the nest ~10 min	As per previous weeks			
Drill 1: Handball through targets ~10 min	As for previous weeks			
Game: Modified game ~10 min per round	As for previous week with drink / fruit break between rounds. 3 rounds			
Session Close: Awards and presentations				

Date: 17 JUN 2017 – Week 7		Number of Volunteers: 9 Number of children: 14		
Activity (time)	Equipment/Setup	Procedures	Tailoring/modification & Coaching 'points'	Comments
Warm up: Jogging ~ 10 min	No equipment set up.	The coach took the children for a jog around the field at a slow pace until sufficient numbers of children arrived.	Coaching points: Keep the children in a group and running in the same direction	A simple warmup exercise to do while waiting for more children to turn up.
Warm up: Dodge ball ~ 15-20 min	As for previous week Modification: This week the children had a chance to throw the ball at parents and volunteers			
Handball + Rebound nets (new drill) <i>Approx. 5 min at each station before rotation</i>	A rotational system was used for this exercise. 2 x Handball targets 1 x rebound net The equipment was placed in a line next to each other approx. 5 meters apart Multiple modified AFL footballs Multiple volunteers As for previous week with drink / fruit break	The children were divided up into 3 groups (2 x 5 children, 1 x 4) <ul style="list-style-type: none"> • Each child is given a football • Each group was lined up in single file approx. 1 meter in front of either one of the two handball targets or the rebound net. • The aim of this drill is for the children to practice using handball to either get the ball through the target or catch a handball rebounded off the rebound net • The volunteers required for this exercise are: <ul style="list-style-type: none"> - 1 x to keep the children in line, instruct them on when to start the drill and keep the children in order. - 1 x standing next to each target and 1 x standing next to the rebound net to provide instructions and encouragement 	Addition of rebound nets. Were used to add challenge to hand / eye coordination and catching skills. Children were encouraged to handball however they could throw or pass the ball through the target or rebound net. Children with coordination difficulties were assisted on 1:1 basis with things such as: Holding the ball correctly Lifting a child so they can handball, pass or throw the ball through the target. Children with cognition problems were physically led on a 1:1 basis through the exercise. The volunteers at the targets and rebound net can encourage children by using language such as: "Try handballing the ball" "Remember to practice your handball skills" "Fist to hold an ice-cream, elephant trunk, punch the ball" At rebound nets the children can be encouraged to try to catch the ball on the	The rebound net was a fun and exciting addition to the handball drill. The rebound net concept was easily grasped by most of the children however it took a few goes before most of the children got the idea of "rebound velocity" as most of the children started off handballing / throwing the ball at the net with considerable force which resulted in difficulties catching the rebounds However, after a few goes and with coaching from volunteers the children started to control the velocity of handball / throws at the net and were catching the rebounds.

	between rounds. 3 rounds	- Other volunteers assigned to individual children to help with specific needs Each group rotated through the 'stations' until all groups have completed each skill	rebound after they've handballed / thrown the ball The volunteers at the targets and rebound net can do this by saying: "Try catching the ball after you handball / throw the ball" "Try aiming for the centre of the net" "Handball / throw the ball softer at the target"	
Game: Modified game <i>10 min per round</i>	As for previous week with drink / fruit break between rounds. <i>3 rounds</i>			
Session Close: Awards and presentations				