The ModBox Community Coach Presenter's Kit

ModBox
A sport for everyone

A guide for the effective and efficient delivery of the ModBox Training Course

Resource developed by
Paul Perkins
Participation Manager Boxing Australia Limited (Ltd)
PhD Scholar University of Canberra Research Institute for Sport and Exercise (UCRISE)
And
Professor Allan Hahn
Queensland Academy of Sport Centre of Excellence for Applied Sport Science Research
University of Canberra Research Institute for Sport and Exercise
Griffith University School of Engineering
Victoria University School of Engineering and Science

Contents

ModBox
A sport for everyone

BOXING AUSTRALIA

Australian Government
Australian Sports Commission

COACH ACCREDITATION

Purpose of this resource

This resource has been developed to aid with the planning and delivery of the ModBox Community Coach Training Course. It provides ideas and suggestions that will assist with the effective and efficient delivery of the course, however it is envisaged that overtime presenters will develop their own strategies for the successful delivery of the course.

Summary of the presenter's Kit

The ModBox Community Coach Presenter's Kit is divided into four sections.

Section 1: Provides an overview of the Modbox Community Course and contains the guidelines that will assist with the delivery of a quality and nationally consistent training course.

Section 2: Summarises the key requirements for presenting an effective training course and provides such useful information as the roles and responsibilities of a course presenter and the principles of adult learning.

Section 3: Outlines the individual modules for the ModBox Community course as well as a framework for the successful delivery of each unit. The activities in this section demonstrate how effective classroom and practical sessions may be conducted, but course presenters have the flexibility to modify these activities to best suit their delivery style, environment and needs of the group.

Section 4: Contains additional resources and support material for the successful delivery of the course.

SECTION ONE: AN OVERVIEW OF THE MODBOX Community COACHING COURSE

The Boxing Australia ModBox Community Coach Course has been accredited under the Australian Sports Commission's National Coaching Accreditation Scheme (NCAS) as a means for training coaches to oversee a community-based participation program. The course has been developed as part of Boxing Australia's sport development plan, which entails implementation of ModBox through schools and community-based institutions.

Please note: People who successfully complete the Modbox Coaching Course will not be registered as 'Coaches' of conventional boxing and therefore will not be automatically qualified to take on the duties of a Level 1 accredited boxing coach.

Delivery model

The ModBox Community Coach Course employs a Face to face delivery model that supports the principles of adult learning and competency-based assessment.

Pre-requisites

There are no pre-requisites for attending the Boxing Australia ModBox Community Coach Course, but it is expected that attendees will have an interest in the holistic personal development of young people and in community building through sport.

Duration

To be deemed competent and gain the accreditation, participants are expected to attend 100 per cent of the course.

Learning materials

To aid the learning process a variety of resources will be used throughout the course, including participant handouts, videos, PowerPoint presentations, practical demonstrations and a number of small group activities.

Code of conduct

ModBox Community coaches are required to meet Boxing Australia's Code of Conduct as well as all legislative requirements pertaining to Child Protection and working with vulnerable people within each State/Territory.

Access and equity

Boxing Australia Limited (BAL) is committed to ensuring transparency, equality and fairness is provided to all participants who attend the ModBox Community Coach Course regardless of their age, gender, cultural background, religious belief or level of functionality. Therefore, support will be given before or during the course to any participant that self-identifies as needing assistance or having a particular requirement. This may include modification of the course by:

- Increasing time limits for assessments
- Adjusting the assessment criteria
- Modifying the practical components
- Following religious and cultural protocols

Group behaviour

Participants are expected to adhere to current workplace legislation in regards to their behaviour throughout the course. It is therefore expected that attendees will:

- Be respectful towards the course presenter
- Respect the rights of other participants
- Report any safety concerns to presenter
- Refrain from any behaviour that may be considered offensive
- Be punctual when returning from breaks
- Not consume alcohol during course
- Not wilfully damage equipment

Disciplinary action

Although highly unlikely that any breach will occur, if an individual's behaviour negatively impacts on the course the presenter may implement one or (in sequence) both of the following strategies:

1. Give a verbal warning to the participant.
2. Ask the participant to leave the course.

Assessment methods

Participants will be assessed against the course content to establish learning outcomes and to determine competency. Assessment methods will include observational appraisal by the presenter throughout the course, completion of the participant learning journal and the successful completion of the practical assessment activities.

Assessment tasks

Task One: Each participant must attend all sessions unless formally granted RPL prior to the commencement of the course.

Task Two: Each participant must submit a completed electronic copy of their learning journal to the course presenter by the end of week 3 of the practical component of the course.

Task Three: Each participant must be observed by a presenter/ assessor delivering a negotiated modified boxing training session of no less than 10 minutes. Please refer to the Practical Assessment Tool in section 4 for further details in regard to the practical assessment tasks.

Marking guide
The following marking guide will be used to assess the participant's understanding of the course content.
The participant must clearly demonstrate that:
- He/she clearly understands the concepts, and
- He/she can successfully apply the information in a practical setting

A pass mark of competent **(C)** or not yet competent **(NYC)** will be used to assess proficiency in regards to practical skills and acquired knowledge.

Reassessment procedure
An impartial and objective procedure for reassessing participants will be implemented if and when it is needed. The steps that will be used for the reassessment process are outlined below.
1. The participant will be informed of the result.
2. The course presenter will provide participant appropriate feedback in regard to the area of concern.
3. Time will be set-aside at the end of the course for any reassessments.
4. Further verbal and/or demonstrations may be required from the participant to confirm ccompetency.

Flexibility of assessments

BAL is committed to the provision of flexibility with the assessment process. This commitment reflects the need to accommodate the individual needs of representatives of special population groups that may wish to attain this accreditation. Examples of the flexibility that is permissible include:

- Using oral instead of written worksheets where appropriate.
- Using video of the practical coaching components for assessment purposes where necessary.
- Considering any request from participants for flexibility, within the framework of ensuring fairness to others, and maintaining integrity of the assessment process.

Recognition of Prior Learning

Participants undertaking this training course may be able to apply for Recognition of Prior Learning (RPL). This will be granted if all the stated competencies and related learning outcomes of this training program have been met. Please refer to section 4 of this kit for further information about the requirements of RPL for this course.

Certification and Record Keeping

Presenters must organise a photocopy of the completed assessment checklist before returning it to the participant. This documentation should then be forwarded to the appropriate person responsible for issuing the accreditation and filing the results.

Competency-Based Training

Competency-based training is based on performance standards that have been set by industry experts, in this case the Australian Sports Commission and BAL.

This approach to learning places emphasis on what a learner can do in their workplace as a result of their training. Learners who have successfully achieved competency are deemed to have the skills and knowledge required to complete workplace activities in a range of different situations and environments.

ModBox community coach competencies
Upon successful completion of the ModBox Community Coach Training Course, coaches will be able to:

Plan and Prepare:
- Plan safe and effective ModBox training sessions.
- Organise resources appropriate to the needs and demands of the training environment.

Conduct:
- Provide safe and effective physical conditioning and skill-based training sessions.
- Assist in the facilitation of skill development.
- Communicate effectively with athletes and others involved in the program.
- Develop and implement effective warm up and cool downs activities.
- Assess and manage the risks associated with a training environment.

Monitor/Review:
- Observe and assess performance.
- Establish and maintain positive coach/athlete relationships.
- Provide appropriate feedback.
- Adjust activities to suit the needs of individuals.
- Ensure safety of self and others and manage difficult situations.

Evaluate:
- Evaluate training sessions.
- Reflect on the effectiveness of their coaching behaviours.

Adapt:
- Identify and implement the appropriate modifications to their coaching behaviour and training programs.

Assessment matrix for the course

The table below identifies the competencies that each participate must achieve to successfully meet the accreditation requirements of the ModBox Community Coach Course.

Competency	Participation Attendance	Practical Assessment
Plan a ModBox training session.	✓	✓
Organise training resources.	✓	✓
Conduct a safe and effective ModBox training session.	✓	✓
Assist in the facilitation of skill development.	✓	✓
Communicate effectively with athletes and others involved in the program.	✓	✓
Develop and implement effective warm up, cool down and physical conditioning activities.	✓	✓
Assess and manage the risks associated with a training environment.	✓	✓
Observe and assess performance.	✓	✓
Adjust activities to suit the needs of individuals.	✓	✓
Ensure safety of self and others and manage emergency situations.	✓	✓
Evaluate the training session.	✓	✓
Reflect on the effectiveness of their coaching behaviours.	✓	✓
Identify and implement the appropriate modifications to their coaching behaviour.	✓	✓

A breakdown of ModBox Community Coach Course
Below, is an overview of the ModBox Coach Training Course.
Presenters however, are encouraged to add or delete content to
better suit the needs of the group they are presenting to.

Modules	Components	Delivery method
Unit 1 **An introduction to Modbox**	Background information Aims and general overview Values and rules A new approach to boxing Tactical appreciations and technical aspects Strategies for promoting inclusiveness Positive youth development	Theory and Practical
Unit 2 **Coaching**	What is coaching Insights into effective coaching Characteristics of good coaching Coaching styles The prime objective for a ModBox coach A philosophy for coaching Dealing with difficult situations Safety issues and concerns	Theory and Practical

Unit 3 Teaching skill	An understanding of skill development	Theory and practical
	Stages of learning	
	Factors that may assist the learning process	
	Task complexity	
	Suggestions for the effective coaching of skill	
	A traditional approach for the coaching of skill	
	The Games Sense approach for skill development	
	An introduction to boxing-related skills and technique	
	Instructing and correcting	
	Playing games	
Unit 4 Developing physical qualities	Principles of physical training	Theory and Practical
	Training equipment	
	Developing physical qualities	
	Strength and conditioning training drills	
	Instructing and coaching fitness-based exercises	
	Considering the needs of the individual	
	Insights for an effective strength and condition training session	
	The use of boxing-specific training aids	

Unit 5 Conducting a ModBox training session	Planning for the delivery of a training session An overview of the factors that may affect a training session Safety issues Managing risk Components of a session Session plans Establishing outcomes Staging longer periods of training	Theory and Practical
Unit 6 Public performances	The purpose of public performances Preferred attacking actions Preferred defensive actions Rules and regulations The essence of performing Establishing positive outcomes Community engagement Dealing with the media	Theory and Practical
Unit 7 Practical assessments	Participants will be required to demonstrate knowledge in regards to the safe implementation of training drills, fitness exercises and game-based activities. Participants must also demonstrate methods for minimising the potential for injury, identify faults and be able to provide corrections.	Practical demonstration of skills

SECTION TWO: SUGGESTIONS FOR COURSE PRESETNERS

To assist presenters with the delivery of this course, the key requirements thought necessary for the successful delivery of a training course are summarised below.

Know the material that will be presented
This allows the information to be delivered in an effective, efficient and interactive manner.

Limit the use of classroom presentations
Limit classroom presentations by allocating small breaks and place greater emphasis on practical demonstrations and small work activities.

Keep the material as interactive and practical as possible
Participants learn by watching, listening and doing.

Acknowledge and encourage participants to share their experiences and ideas
Learning is a two-way process and new knowledge can be generated when information is shared.

Get participants to do things and then discuss them
Get participants to try things then underpin the practical with the theory.

Use a variety of methods to deliver the training program
Use and encourage questions, use practical demonstrations and make observations; view videos clips and respond to them. Try to create an environment that is friendly and fun.

Use delivery methods that you are comfortable with
You must develop your skills across a range of methods so that you become a more versatile presenter.

The role of a course presenter

Below, is a summary of the various roles that are needed to effectively facilitate learning outcomes and present training courses. The information illustrates the skills required to be an effective presenter and demonstrates the versatility of the role.

Roles	Key Skills
Group Leader	• Model appropriate communication skills (Listening, repeating and summarising) • Maintain a safe and conductive learning environment • Help learners apply content to their profession • Provide feedback during discussions and activities • Managing group dynamics
Agenda Manager	• Practice to ensure planned timing is adequate • Keep discussion on topic • Manage time to ensure all content is covered
Content Expert	• Answer all questions in detail • Share personal experiences that enhance credibility • Use appropriate terminology for the topic and the learners • Share relevant knowledge
Role Model	• Maintain positive and professional demeanour • Model behaviour being taught
Consultant	• Help participants understand and apply the concepts • Identify factors that support or hinder the learning process • Help learners manage the above factors to ensure generation of new knowledge occurs

Adapted from: *Facilitation Basics*, ASTD Press ASTD Speaker Orientation May 2007

Learning styles

Individuals process information in different ways. This is particularly true when the information being presented is new. Having an understanding of the three main learning styles may help presenters to individualise the learning process and establish better outcomes.

Visual
- Uses visual objects such as graphs and pictures
- Tends to remember things that are written down
- Learns better in courses by watching

Auditory
- Retains information through hearing and speaking
- Often prefers to be told how to do things
- Notices different aspects of speaking

Kinesthetic
- Uses a hands-on approach when learning new material
- Would rather demonstrate how to do something rather than verbally explain it
- Usually prefers group work

Visual learners
See to learn

Kinesthetic learners
Are hands on learners

Auditory learners
Learn through hearing

The generation of new knowledge
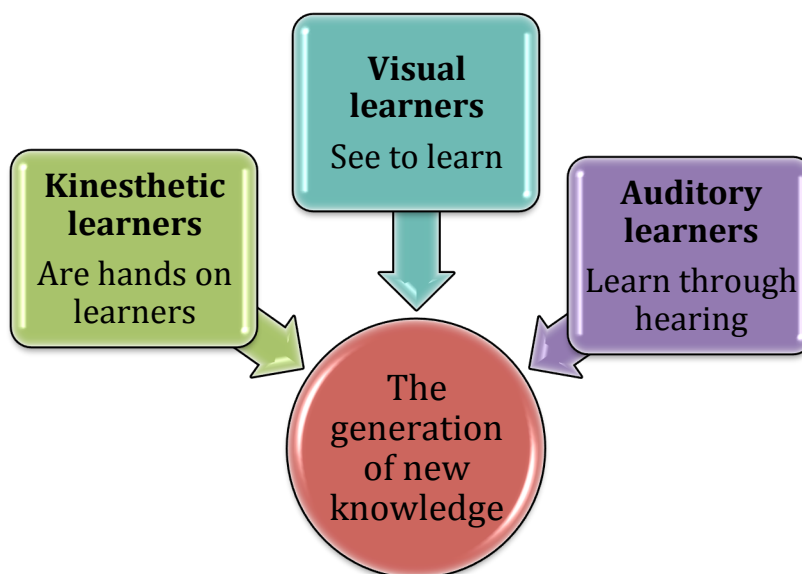
Pedagogical principles

Because the majority of the course participants will be adults, a summary of the principles of adult learning is provided below. Being aware of these principles may assist in making the learning much more interesting by connecting the motivation of the participants to the subject being taught.

Principles of adult learning	Practical application of the information
Learning should be self-directed	There is growing evidence that suggests when adult learners are encouraged to be responsible for their own learning the information is learnt more easily and quickly
Learning should fill an immediate	Adults tend to learn better when the information is related to a perceived need
The learning should be experiential and should be highly participatory	Most adults are task-oriented, which means they learn best when it relates to their experience
Learning environments should be respectful and encouraging	Mutual respect and trust, encourages people to share their views more openly

The following quotes help to illustrate the principles of adult learning.

'Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning. The role of the trainer is to create and maintain a supportive climate that promotes conditions necessary for learning to take place' - Malcolm Knowles

'Tell me and I forget, teach me and I may remember, involve me and I learn' - Benjamin Franklin

Presenter's Responsibilities

The key components for the successful delivery of the ModBox Community Coach Training Course are:

- Extensive preparation by course presenter.

- The quality of the delivery strategies and teaching methods.

- Participant enjoyment.

- A safe and encouraging learning environment.

Preparation

As a Presenter of the ModBox Community Coach Training Course you are required to:

- Have extensive presenting experience. In particular, planning and delivery skills are to be of a high order.

- Have an ability to communicate effectively and ask thought-provoking questions.

- Create an environment where participants can make mistakes in a supportive and nurturing way.

Organisation

As a Presenter of the ModBox Community Coach Training Course you will need to:

- Organise resources for your course.

- Organise for appropriate breaks to be taken throughout the day.

- Be aware of any personal factors that may affect your participants.

- Monitor the wellbeing of your participants during practical activities.

- Have access to a first aid kit and medical assistance.

Resources

As a Presenter of the ModBox Community Coach Training Course you will need to:

- Identify the resources needed for each unit that you are presenting. For example, computer, data projector, screen, butchers paper, markers and training/exercise equipment.

Developing presenter skills

Becoming, a dynamic, confident and highly effective course presenters takes considerable time. The four-step process illustrated below might be useful in assisting course presenters with the development of their skills.
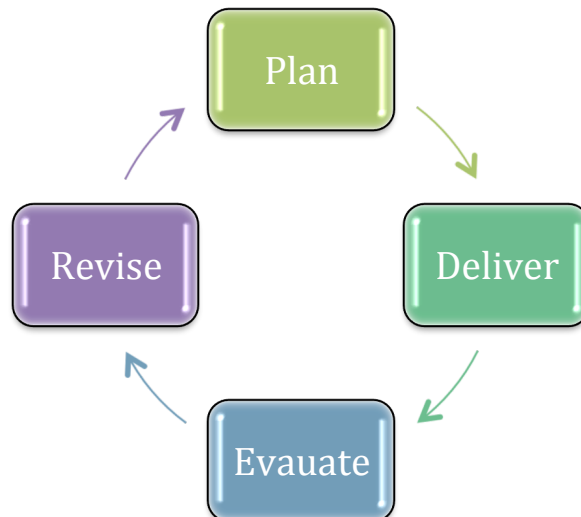
A framework for presenting this course

A framework that supports the delivery of the individual units for this course is provided below.

	Suggests the anticipated delivery time for each unit.
	Identifies the method of delivery for the unit.
	Outlines how to delivery the unit.
	Lists the logistics and equipment needed for the delivery of the course.

	Provides the methods that will be used in the unit to establish learning outcomes.

Section Three: The individual modules for the Modbox Community Coach Training Course

Welcome and introduction
(To be delivered prior to the delivery of the first unit)

Anticipated delivery time	20 minutes
Delivery Method	Theory
Suggestions for running the Session	Welcome participants to the course **(slide 1)**. Introduce self and provide a brief background of personal experience. Outline key messages, learning outcomes and assessment tasks **(slide 2)**. Address any questions arising from the group. Check that every participant has signed and completed the following forms: • Video and image release form. • Participant waiver form. • Pre-exercise questionnaire. • Attendance sheet
A list of logistics that may be needed for the successful delivery of the course	• Internet connection • Laptop • Data projector and screen • Flip chart or white board • PowerPoint presentations • Course manual • A range of boxing and other training equipment (including: gloves, hand wraps, barbells, dumbbells, aerobic step, punching bags) • Access to first aid kit • Suitable floor space • Toilets

Unit 1: An introduction to ModBox

Learning outcomes

On successful completion of this unit the participant will:

- Have an understanding of how ModBox was developed
- Be able to explain the aims and values of ModBox programs
- Have an understanding of the differences between ModBox and conventional boxing
- Understand the importance of inclusiveness and promoting a sport for all concept
- Be able to explain the 5C of positive youth development.

Anticipated delivery time	40 minutes
Delivery Method	Theory/Practical
How to run the Session	Provide an overview of the unit **(slide 3)**. Provide background information about ModBox and how it evolved from an extensive field study **(slide 4)**. Use **slides 5** share personal stories from Erindale to discuss the aims and values of Modbox and to emphasise the importance of promoting a sport for all concept. Use Question & Answers (Q&A) to discuss the main points and discuss opinions. Break participants into 2 groups to work on the following tasks **(slide 6)** **Group 1:** Develop strategies that would enable people who are seeing impaired to participate in a ModBox training session. **Group 2:** Develop strategies that would enable people who have another form of physical disability to participate in a ModBox training session. Each group presents a summary of their work. Conduct group discussion after each presentation and discuss responses. Highlight the differences between ModBox and conventional boxing **(slides 7 and 8)** and encourage group discussion around this topic. Explain and demonstrate the biomechanical and technical differences between the physical actions and use a course participant to assist with demonstrations Use **slide 9** while discussing the 5C of positive youth development and share personal stories to demonstrate how sport may assist with the development of such important skills. Use Q&A to discuss topic further. Provide a short recap of the unit.
Learning methods	• Group discussion • Questions and answers • PowerPoint presentations and role play activities

Unit 2: Coaching

Learning outcomes

On successful completion of this unit the participant will:

- Be able to define the Role of a ModBox coach
- Be able to describe the characteristics of an effective coach
- Have an understanding of the importance of a coaching philosophy
- Have an understanding of how to deal with difficult situations
- Be able to identify the major safety issues and concerns of a training environment
- Be able to develop appropriate strategies to minimise the potential for risk

Anticipated delivery time	40 minutes
Delivery Method	Theory/Practical
How to run the Session	Provide an overview of the unit **(slide 10)**. Use **slides 11, 12 and 13** to provide a description of coaching and highlight the differences between participation focussed coaching and performance-orientated coaching. Ask participants to work in small groups to compile a list of what they consider are the characteristics of good coaching **(slide 14)**. Discuss responses and provide summary of activity by relating the characteristics of good coaching to a Modbox coach. Use **slide 15** to provoke more ideas and to encourage group discussion around this topic. Pose a second question to the group. What is the main role of a Modbox coach? Ask participants to work in the same small groups to compile a list in order of importance of the roles that they would expect to carry out as a ModBox coach **(slide 16)**. Discuss responses before providing an example of the role and prime objective of a Modbox coach **(slides 17, 18 and 19)**. Discuss responses. Use slides **20 and 21** to introduce the benefits of a coaching philosophy and to highlight the key points. Ask participants to consider why they coach? Use role-play activities to demonstrate some of the difficult situations coaches may encounter **(slides 22 and 23)**. Encourage group discussion around the effectiveness of the demonstrations to establish outcomes. Break group into pairs and ask them to compile a list of potential hazards that will need to be managed when delivering a training session as well as strategies for minimising these risks **(slides 24 and 25)**. Get each group to present their lists and use Q&A to discuss group responses. Provide a short recap of the unit.
Learning methods	• Group discussion • Questions and answers • PowerPoint presentations and role play activities

Unit 3: Teaching skill

Learning outcomes

On successful completion of this unit the participant will:

- Have an understanding of skill development
- Be able to identify the stages of learning
- Have an understanding of the factors that can assist the learning process
- Be able to identify and correct basic faults
- Have an ability to explain the difference between a traditional approach for the development of skill and a Game Sense approach

Anticipated delivery time	60 minutes
Delivery Method	Theory/Practical
How to run the Session	Provide an overview of the unit **(slide 26)**. Provide a summary of skill development and the various stages of learning. Encourage group discussion around this topic using **slides 27, 28, 29 and 30** to highlight the key points. Provide and overview of the factors that may affect the learning process and suggestions for the effective coaching of skill **(slides 31 and 32)**. Discuss responses and use Q&A to establish learning outcomes. Outline the key points of a traditional approach for the coaching of skill and provide an overview of the IDEA principle **(slide 33)**. Use **slides 34 – 40** to outline the boxing-related skills used in ModBox. Participants to work in pairs to practice the teaching each of these skills using a traditional approach for skill development. **(Format: discuss stance and guard – break into pairs to practice, discuss next technical component – break into pairs to again for practice. Continue until all basic elements are covered)**. Move around groups to assist and use the opportunity to highlight differences between punching and striking and why only certain defensive actions are used in ModBox (athlete safety). Use Q&A at the end of each activity to establish outcomes. Introduce the Games Sense approach and use **slides 41 - 46** to highlight the key points. Introduce game-based activity so participants can experience Game Sense coaching. Conduct de-briefing and encourage group discussion around the pros and cons of using this approach for the development of skill. Provide short recap of module.
Learning methods	- Group discussion - Questions and answers - PowerPoint presentations - Role play and practical demonstration of skill

Unit 4: Developing physical qualities

Learning outcomes

On successful completion of this unit the participant will:

- Have an understanding of the principles of physical training
- Be able to safely instruct and coach fitness-based exercises
- Know the importance of individualising training programs
- Explain the purpose and benefits of an effective warm up prior to training
- Explain the purpose and benefits of conducting a cool down period at the end of a training session

Anticipated delivery time	60 minutes
Delivery Method	Theory/Practical
How to run the Session	Provide an overview of the unit **(slide 47)**. Use **slides 48-53** to summarise the principles of physical training. Discuss how these principles could be used to guide the development of community-based ModBox programs. Ask participants to explain the benefits of starting a session with a warm-up. Discuss responses and emphasise that the warm up is the first component of a training session and can often sets the standards for the remainder of the session. Use **(slide 54)** to reinforce the key points. Provide a demonstration of an effective warm-up before participants rotate through leading a warm up routine 3-5 minutes each **(slide 55).** Use Q&A to establish learning outcomes. Introduce **strength and conditioning and boxing-specific exercises** and **punching bag training drills**. Discuss some of the physical qualities that may be developed through participation in ModBox S&C sessions **(slide 56)** and provide an overall of the equipment that can be used to enhance these session **(slide 57)**. Provide a demonstration on how to safely coach each exercise and drill before break participants into pairs for role-play activity **(slide 58)**. Move around group and provide assistance where needed. Provide group discussion about activity using Q&A method to establish outcomes. Ask participants to explain the benefits of ending a session with an effective cool-down period, while they are cooling down themselves. Discuss the purpose and benefits of cooling down and encourage group discussion.. Provide a short recap of the unit.
Learning methods	• Group discussion and Questions and answers • PowerPoint presentations • Role play and practical demonstrations

Unit 5: Conducting a ModBox training session

Learning outcomes

On successful completion of this unit the participant will be able to:
- Explain the benefits of planning for a training session
- Describe the various components of a training session
- Identify the factors that may affect a training session
  Conduct a ModBox physical fitness training session
- Conduct a Modbox skill sessions

Anticipated delivery time	60 minutes
Delivery Method	Theory/Practical
How to run the Session	Provide an overview of the unit **(slide 59)**. Use **slides 60- 66** to summarise the benefits of planning for a session, identify the factors that may affect a training session and to present an overview of the components of a training session. Encourage group discussion around each of these topics and discuss responses. Discus strategies for implementing and staging a longer period of training and use **slides 67 – 70** to provoke more ideas. Group participation of presenter led high intensive, circuit-based S&C training session and boxing bag specific session. Use Q&A to establish outcomes. Break participants into two groups for role-play activity (Provide adequate time for planning). Each group will take turns presenting a Modbox fitness training session (10 minutes each). **Group 1:** High intensive, boxing-specific circuit. **Group 2**: Punching bag training session. Conduct peer de-briefing after each presentation. Break participants into the same two groups for role-play activity. Each group will take turns presenting a Modbox skill session (10 minutes each). **Group 1:** Traditional approach **Group 2**: Game Sense approach. Conduct peer de-briefing after each presentation.
Learning methods	• Questions and answers • PowerPoint presentations • Role play and practical demonstration of skill

Unit 6: Public performances

Learning outcomes

On successful completion of this unit the participant will:

- Be able to explain the purpose of staging a public performance
- Know the preferred attacking and defensive actions that should use
- Understand the rules
- Be able to describe the essence of performance
- Know how to stage a successful ModBox community event or school-based carnival

Anticipated delivery time	30 minutes
Delivery Method	Theory
How to run the Session	Provide an overview of the unit **(slide 72)**. Explain the purpose of staging public performances **(slide 73).** Encourage group discussion around this topics and use Q&A to discuss responses. Use **slide 74 and 75** to present an overview of the concept of ModBox and to outline the physical actions and equipment that are used in ModBox. Encourage group discussion. Explain and discuss the rules of ModBox and the concept behind the essence of performance **(slides 76 - 80)**. Use Q&A method to establish learning outcomes. Provide short recap of module.
Learning methods	• Group discussion • Questions and answers • PowerPoint presentations

Unit 7: Practical assessment

Learning Outcomes
On successful completion of this unit the participant will be able to:
- Design and implement a group Modbox skill development session catering for the individual needs of the athletes
- Coach boxing for fitness activities in a group environment
- Identify faults and provide corrections

Anticipated delivery time	90 minutes
Delivery Method	Practical
How to run the Session	Provide an overview of the assessment task. Ask participants if they require any further clarification concerning the task. (An alternative method of assessment may be used for any participant who requires assistance). To successfully meet the assessment task requirement, each participant will be required to effectively coach an appointed number of fitness drills to their peer group using the IDEA principle. The participant will also be required to identify any faults with their peer's execution and suggests corrections. In addition, participants will be required to stage a mock skill session to the peers. This component of the assessment will also require participants to identify any faults and provide suggests for improvement. The practical assessment form in **section 4** of this recourse will be used as a guide for marking the practical assessment tasks. Participants will be notified of their result at the end of the assessment.
Learning methods	• Group work • Practical

End of course/Final points

Anticipated delivery time	10 minutes
Delivery Method	Theory
Suggestions for running the Session	Use **slide 81** to thank participants for their contribution and participation in the course. Provide recap of the day's activities and outline the learning outcomes that were achieved. Inform participants of the outcomes of the assessments and provide information in regards to the issuing of certificates. Provide opportunity for final questions. Check that evaluation forms have been completed and handed in. Remind participants to sign the attendance sheet when departing. Be available to chat with participants and discuss any individual concerns.

Section Four: Additional resources

An example of a photograph & video release form

I the undersigned hereby give permission for Boxing Australia Ltd (BAL) to capture my image, likeness and voice in photographs, videos and/or other forms of digital recordings. In addition, I waive any rights to royalties or other benefits arising or related to the use of my image and/or recording. I acknowledge that BAL will own any image and grant BAL and it's State and Territory Members Associations permission to display, publish, distribute, use, modify, print and reprint such images in any manner relating to their business. I understand that this may include:

- Publications
- Advertisements
- Brochures
- Web sites and other electronic displays
- Educational recourses (including online courses)
- Conference presentations

I understand that my image may be edited, copied, exhibited, published or distributed and waive the right to inspect and/or approve the finished product. In addition, I acknowledge and understand that there are no time limits on the validity of this release, nor any geographic limitations on where these materials may be distributed.

By signing this form I acknowledge that I have completely read and fully understand the above release and agree to be bound thereby. I hereby release any and all claims against any person or organisation utilising this material for the purposes mentioned above.

Full Name_____

Street Address/P.O. Box_____

City _____

Postcode_____

Phone/Mobile _____

Email Address_____

Signature_____

Date_____

An example of a participation waiver form

DISCLAIMER: Warning, this is a legal document that affects your rights

Agreement for participation in the Boxing Australia Ltd (BAL) ModBox Community Coach Training Program

Please note: The title *'presenter'* in this document refers to the person who will be leading the training program. The term *'activity'* refers to: The participation in boxing-specific group training sessions, high-insensitive strength and conditioning circuit training, punching bag exercises, skill-based activities, modified games and recovery activities.

- I accept all risks and hereby indemnify and release the presenter, Boxing Australia Ltd and its employees, sponsors, promoters and any other person or organisation directly and indirectly associated with the presenter, against all liability claims, demands and proceedings arising out of or connected with my participation in this activity.

- I acknowledge that participating in today's activities may involve a risk of serious injury from various causes including: over exertion, dehydration, equipment failure and accidents with equipment and surroundings.

- I recognise the difficulties associated with today's activities and attest I am physically fit to participate and that a qualified medical practitioner has not advised me otherwise.

- I understand the demanding physical nature of today's activities and am not aware of any medical condition, injury or impairment that will be detrimental to my health.

I certify that I am 18 years or older; have read this document and fully understand its content.

Signature: _____

Full Name: _____

Date:_____

An example of a participant sign on/off sheet

Name	Name of school or other institution	Sign-on (Start of course)	Sign-off (End of course)

An example of a course evaluation form

This evaluation form has been developed to capture your reactions to the Boxing Australia Modbox Community Coach Course. The responses you provide will assist with the continued improvement of this course.

Please rank the questions below using this scale:
1 = Poor 2 =Adequate 3 = Good 4 = Excellent

1. To what extent did this course meet your expectations?

2. Was the balance between practical and theory adequate?

3. Were the units well organised?

4. Was the course too long?

5. Was the venue suitable?

6. Please rate the general abilities of the presenter/facilitator

   Knowledge of subject:

   Teaching skills:

   Enthusiasm:

   Time for questions:

7. Are the any additional topics/subjects you would add to the course?

8. Was the feedback on the practical assessment adequate?

9. Was the information presented today useful and relevant?

10. Best features of the course:

11. Aspects of the course that could be improved, changed or deleted:

Thank you for taking the time to complete this form.

An example of practical assessment tool

Below is an example of the practical assessment tool that will be used to assess participant competency for the Boxing Australia ModBox Community Coach Course.

Candidate's Name:

Assessor's Name:

Skill being assets		Comments
Did the coach demonstrate the required skills?	Yes No	
Did the coach provide an explanation of the skills and address the key teaching points?	Yes No	
Did the coach display good group dynamics?	Yes No	
Did the coach make contact with individuals within the group?	Yes No	
Did the coach display enthusiasm during his/her session?	Yes No	
Did the coach identify technical errors and correct them?	Yes No	
Did the coach identify any risks pertaining to the session?	Yes No	

Participant is deemed: **COMPETENT**   **NOT YET COMPTENT**

Participant's Signature: **Date:**

Assessor Signature: **Date:**

Descriptors for practical assessment

Demonstration of the skill/s	Is the demonstration correct and is it well delivered? Are the group able to see the demonstration clearly?
Explanation of the skill/s and key teaching points	Are all the relevant key teaching points appropriate to the skill/s being developed? Are the teaching points made clearly and simply?
Control and management of the group	Is the group engaged in the activity? Were open-ended questions used?
Contact with individuals	Is the coach engaging with the group? Is positive role modelling being displayed?
Enthusiasm	Did the coach display enthusiasm during the session? Was this passed onto the group?
Identification and correction of skill/s errors	Were individual errors observed and corrected with the use of appropriate feedback?
Identification of risks pertaining to the session	Did the coach identify possible risks prior to and during the session?

Policy and Procedure for
Recognition of Prior Learning

Introduction
Participants undertaking National Coaching Accreditation Scheme (NCAS) training programs are able to apply for Recognition of Prior Learning (RPL). RPL will be granted when all the stated competencies of the specific training program have been met.

What is RPL?
RPL is based on the awareness that people learn in many different ways throughout their lifetime – through work experience and life experience as well as through education and training. RPL takes into account a person's skills and experiences, no matter where these were learnt, to enable people to gain credit in a training program of study.

RPL principles
The process of RPL must be quality controlled and delivered by personnel with experience in the sport and in coaching education. These personnel are responsible for ensuring that:

* **Procedures** are fair and equitable
* **Measures** are valid and reliable.

How can prior learning be recognised?
Each training program contains a set of competencies and associated performance criteria that must be achieved before a participant will be deemed competent. In broad terms, the process of RPL involves matching what participants already know and can do with the competencies of the training program.
In this way, RPL enables participants to focus on developing skills and knowledge in new areas, rather than re-learning what they already know and can do.

Who can apply?
A person can apply for RPL if they think their prior learning and experience mean they can provide evidence to show that they are already competent in the learning outcomes of the NCAS training program.

Benefits of RPL:

- Speeds up the process of becoming a qualified coach
- Conforms to the requirements for equity in adult education programs
- Avoids the problem of participants having to unnecessarily repeat learning experiences
- Encourages the development of various assessment procedures
- Assesses the candidates' competence in comparison to the stated standards of competence required
- The RPL process can clarify what relevant skills the participant does and does not possess – so that the learning program can be tailored accordingly

How do you show evidence of competencies gained via prior learning?

There are many ways that a participant can show evidence of the competencies they hold. RPL can only be granted on current evidence, for example, work that has been completed within the last four years. Below, are a few examples of the ways evidence can be provided. Participants will need to include a variety of these in their application form and provide all the documentation that they can which clearly shows evidence of the competencies they hold.

Education and training
- Formal, accredited and informal training
- Copies of certificates, qualifications achieved from other training programs, school or tertiary results
- Statements outlining training programs and or study that they have undertaken and the learning competencies achieved from these

Coaching related experience
- Resume of coaching experience and positions held, which may include reports from people within the sport
- Copies of any statements, references or articles about the coach's employment or community involvement

Life experiences
- Overview of sport and recreation involvement
- Relevant work or other experiences