1. INTRODUCTION

The purpose of a training document in the BEEI Phase V Project is to provide a structured framework that guides the development and implementation of training programs for Sport Enrichment Assistants, ensuring they acquire the necessary skills and knowledge to effectively support sports, arts, culture, and life skills education in schools. This document standardises training practices, outlines objectives and methodologies, facilitates evaluation and assessment, and prioritizes health and safety, ultimately enhancing the quality of educational experiences for the learners while fostering professional growth within the assistants.

2. TRAINING OBJECTIVES

Expected Outcomes for Participants

The expected outcomes for participants in the BEEI Phase V Project are designed to equip Sport Enrichment Assistants with essential skills and knowledge that will enhance their effectiveness in supporting sports, arts, culture, and life skills education at schools. The SEAs will develop fundamental coaching techniques, enabling them to lead sports activities confidently and engage learners in physical education. Additionally, they will learn to integrate arts and culture into their programming, enriching the educational experience and fostering creativity among learners. By acquiring effective life skills education methods, SEA assistants will be better prepared to help learners develop critical personal and social competencies, ultimately contributing to their holistic development.

Furthermore, SEA assistants will gain valuable certifications in e.g. first aid and emergency response, ensuring they can manage health and safety situations during sports activities. The training opportunities will also focus on teamwork and leadership development, enhancing participants' abilities to foster a collaborative environment that benefits both peers and learners. With improved assessment techniques, participants will be equipped to evaluate learners' progress and provide constructive feedback, promoting individual growth. Overall, these outcomes will empower the assistants to make a meaningful impact in their schools, fostering a positive and enriching environment for students while encouraging their own professional growth and commitment to continuous improvement.

3. TARGET AUDIENCE

The target audience for the training in the BEEI Phase V Project primarily includes Sport Enrichment Assistants who are responsible for facilitating sports, arts, culture, and life skills education in schools. This group may consist of individuals with varying levels of experience in coaching and education, including recent graduates and matriculants seeking to enhance their skills in youth engagement. Additionally, the training may also benefit educators and school staff involved in extracurricular activities, as well as those interested in integrating arts and culture into their programs. By focusing on this diverse audience, the training aims to create a comprehensive support system that enhances the overall educational experience for students across various disciplines.

4. PREREQUISITES FOR PARTICIPATION

Prerequisites for participation in the BEEI Phase V training program include a basic understanding of sports and physical education principles, as well as a genuine interest in promoting learner engagement through sports, arts, and life skills education. Participants should ideally possess some prior experience in playing a sport. Additionally, a commitment to personal and professional development is essential, as the assistants will be encouraged to actively engage in discussions, hands-on activities, and collaborative learning throughout the training. Lastly, participants may be required to complete a brief feedback or assessment to ensure the training met their expectations and the value they experienced through the training

4. TRAINING MODULES

Possible Training Modules

1. Soccer Coaching Fundamentals

- Techniques for skill development (dribbling, passing, shooting)
- Tactical understanding (formation, positioning, game strategies)
- Drills and practice sessions for different age groups

2. Athletics Training

- Overview of track and field events (sprints, distance, jumps, throws)
- Techniques for improving performance (start techniques, pacing, form)

- Designing training plans for various skill levels

3. Chess Instruction

- Basics of chess rules and gameplay
- Strategies for teaching critical thinking and problem-solving through chess
- Organizing chess tournaments and clubs in schools

4. Arts & Crafts

- Hands-on projects using various materials (paper, fabric, recycled items)
- Techniques for teaching art appreciation and creativity
- Incorporating arts and crafts into educational themes and lessons

5. Rugby Coaching Essentials

- Fundamental skills (passing, tackling, scrummaging)
- Understanding the rules and regulations of rugby
- Developing teamwork and sportsmanship through rugby activities

6. Basic First Aid Skills

- Understanding the principles of first aid and emergency response
- Techniques for assessing and managing common injuries (cuts, bruises, sprains)
- CPR (Cardiopulmonary Resuscitation) techniques for adults, children, and infants
- Wound Care and Infection Control
- Proper cleaning and dressing of wounds
- Developing effective emergency action plans for different scenarios (sports events, school activities)
- Understanding when and how to contact emergency services
- Role-playing emergency situations to practice response techniques
- Safety in Sports and Physical Activities
- Assessing and mitigating risks in sports environments

Each module aims to provide participants with the knowledge and skills necessary to effectively engage learners in these activities, fostering a well-rounded educational experience that promotes physical, mental, and creative development.

5. SPORTS COACHING FUNDAMENTALS

The Sports Coaching Fundamentals is designed to equip participants with the essential skills and knowledge needed to effectively coach various sports, including soccer, athletics, rugby, and more. Assistants will learn key techniques for skill development, such as dribbling, passing, and shooting in soccer, as well as sprinting, jumping, and throwing in athletics. The training of these codes emphasises the importance of tactical understanding, teaching assistants how to develop game strategies, formations, and positioning to enhance team performance. Through practical drills and practice sessions tailored to different age groups and skill levels, participants will gain hands-on experience in creating engaging and effective training environments.

Additionally, the modules will cover the principles of effective communication and motivation, helping the aspirant coaches to foster a positive atmosphere that encourages learner engagement and teamwork. Participants will explore methods for setting realistic goals, providing constructive feedback, and assessing individual and team progress. By integrating these coaching fundamentals, the assistants will be better prepared to inspire and lead the , promoting not only athletic skills but also personal growth, discipline, and sportsmanship. This comprehensive approach ensures that coaches are well-equipped to make a lasting impact on their learners' sporting experiences.

6. ARTS AND CULTURE INTEGRATION IN SCHOOLS

The Arts and Culture Integration in Schools training module provides immense value by promoting a comprehensive educational framework that enhances learners' learning experiences and personal development. By incorporating arts and cultural elements into the curriculum, educators can foster creativity, critical thinking, and cultural appreciation among learners. This integration not only enriches academic subjects but also encourages collaboration and communication skills, as learners engage in diverse artistic expressions

and cultural activities. Furthermore, the training will empower the SEA assistants to help the educators to create inclusive environments that celebrate diversity, helping learners develop a sense of identity and belonging. Ultimately, this holistic approach prepares the learners to thrive in a multicultural society, equipping them with the skills and perspectives necessary for future success.

7. TRAINING SCHEDULE

SOCCER TRAINING SCHEDULE			
DAY	TIME	MODULE	DESCRIPTION
1	9:00 AM - 10:30 AM	Soccer Fundamentals	Introduction to basic soccer skills: dribbling, passing, and shooting techniques.
	10:30 AM - 11:00 AM	Break	
	11:00 AM - 12:30 PM	Soccer Fundamentals (continued)	Practical drills and small-sided games to reinforce skills.
	12:30 PM - 1:30 PM	Lunch	
	1:30 PM - 3:00 PM	Advanced Techniques	Focus on tactical awareness, positioning, and game strategies
	3:00 PM - 3:30 PM	Break	
	3:30 PM - 5:00 PM	Match Play	Organizing friendly matches to apply learned skills.
ATHLETICS TRAINING SCHEDULE			
DAY	TIME	MODULE	DESCRIPTION
1	9:00 AM - 10:30 AM	Athletics Basics	Overview of track and field events: sprinting, jumping, throwing.
	10:30 AM - 11:00 AM	Break	
	11:00 AM - 12:30 PM	Sprinting Techniques	Techniques for proper sprinting form and starts.
	12:30 PM - 1:30 PM	Lunch	

	1:30 PM - 3:00 PM	Jumping Techniques	Focus on long jump, high jump, and techniques.
	3:00 PM - 3:30 PM	Break	
	3:30 PM - 5:00 PM	Throwing Techniques	Techniques for shot put, discus, and javelin.
CHESS TRAINING SCHEDULE			
DAY	TIME	MODULE	DESCRIPTION
1	9:00 AM - 10:30 AM	Chess Basics	Introduction to chess rules, pieces, and board setup.
	10:30 AM - 11:00 AM	Break	
	11:00 AM - 12:30 PM	Basic Strategies	Introduction to tactics and basic strategies.
	12:30 PM - 1:30 PM	Lunch	
	1:30 PM - 3:00 PM	Intermediate Tactics	In-depth exploration of tactics like forks and pins.
	3:00 PM - 3:30 PM	Break	
	3:30 PM - 5:00 PM	Game Analysis	Analyzing famous matches and discussing strategies.
CHESS TRAINING SCHEDULE			
DAY	TIME	MODULE	DESCRIPTION
1	9:00 AM - 10:30 AM	Introduction to Arts Integration	Exploring the role of arts in education and its benefits.
	10:30 AM - 11:00 AM	Break	
	11:00 AM - 12:30 PM	Visual Arts Techniques	Hands-on activities in drawing, painting, and sculpture.
	12:30 PM - 1:30 PM	Lunch	
	1:30 PM - 3:00 PM	Performing Arts Techniques	Introduction to drama, music, and dance activities.
	3:00 PM - 3:30 PM	Break	
	3:30 PM - 5:00 PM	Integrating Arts into Curriculum	Strategies for incorporating arts into various subjects.

FIRST AID TRAINING SCHEDULE			
DAY	TIME	MODULE	DESCRIPTION
1	9:00 AM - 10:30 AM	Basic First Aid Skills	Introduction to first aid principles and emergency response techniques.
	10:30 AM - 11:00 AM	Break	
	11:00 AM - 12:30 PM	CPR Techniques	Hands-on practice of CPR for adults, children, and infants.
	12:30 PM - 1:30 PM	Lunch	
	1:30 PM - 3:00 PM	Wound Care Techniques	Techniques for cleaning and dressing wounds.
	3:00 PM - 3:30 PM	Break	
	3:30 PM - 5:00 PM	Handling Medical Emergencies	Identifying and responding to medical emergencies.
RUGBY TRAINING SCHEDULE			
DAY	TIME	MODULE	DESCRIPTION
1	9:00 AM - 10:30 AM	Rugby Fundamentals	Introduction to rugby rules, basic skills, and gameplay.
	10:30 AM - 11:00 AM	Break	
	11:00 AM - 12:30 PM	Passing and Tackling Techniques	Focus on passing drills and safe tackling methods.
	12:30 PM - 1:30 PM	Lunch	
	1:30 PM - 3:00 PM	Game Strategies	Understanding game tactics and formations.
	3:00 PM - 3:30 PM	Break	
	3:30 PM - 5:00 PM	Match Play	Organizing friendly matches to apply learned skills.

7. EVALUATION AND ASSESSMENT

Methods for Assessing Participant Progress

Assessing assistants' progress during training is crucial for ensuring that learners are effectively grasping the material and developing the necessary skills. One effective method is through formative assessments, which can include quizzes, practical demonstrations, and group discussions. These assessments provide immediate feedback and allow trainers to gauge understanding in real-time. For instance, after a session on first aid techniques, participants can be asked to demonstrate their skills in a controlled environment, enabling trainers to identify areas where additional support may be needed. Additionally, incorporating peer assessments encourages collaboration and reflection, as participants evaluate each other's performance and provide constructive feedback.

Another valuable approach is the use of observation checklists during hands-on activities. Trainers can develop specific criteria based on the objectives of each module, allowing them to systematically evaluate participants' skills and knowledge application. For example, in a soccer training session, trainers can observe players' execution of dribbling and passing techniques, marking their proficiency on a checklist. This method not only helps trainers track individual progress but also highlights trends within the group, informing adjustments to the curriculum as necessary. By combining these assessment methods, trainers can create a comprehensive picture of participant progress, ensuring that all learners receive the support they need to succeed.

8. FEEDBACK MECHANISMS

Effective feedback mechanisms are essential for enhancing participant learning and engagement during training sessions. One approach is to implement structured feedback forms that allow participants to evaluate the training content, delivery, and overall experience. These forms can include Likert-scale questions, open-ended responses, and specific prompts related to each module, enabling participants to express their thoughts and suggestions clearly. Additionally, incorporating regular feedback sessions at the end of each training day fosters an open dialogue between trainers and participants, encouraging immediate reflections on what worked well and what could be improved. This two-way communication not only helps trainers adjust their methods in real-time but also empowers participants to take an active role in their learning journey, ultimately leading to a more effective and responsive training environment.

8. RESOURCES REQUIRED

To facilitate effective training across various modules, several key resources are required.:

- First and foremost, qualified trainers with expertise in each specific area, such as soccer, athletics, chess, arts, first aid, and rugby are essential to provide accurate instruction and guidance.
- Training materials such as manuals, handouts, and visual aids will support the learning process and enhance comprehension
- For practical sessions, equipment like sports gear, first aid kits, and art supplies will be necessary to enable hands-on practice
- Suitable training venues equipped with adequate space, seating, and technology for presentations or demonstrations will create an optimal learning environment
- Evaluation tools such as assessment forms and observation checklists will help track participant progress and ensure the training objectives are met effectively.

9. ROLES AND RESPONSIBILITIES

Project Team :

- Project team members must engage in thorough ***planning and organisation***, which involves developing a detailed curriculum that aligns with the training objectives and participant needs. This includes scheduling sessions, securing venues, and coordinating logistics for materials and equipment. Additionally, the team should ensure that ***qualified trainers*** are recruited and prepared, providing them with the necessary resources and support to deliver high-quality instruction.
- The project team is responsible for implementing effective ***communication strategies*** to keep all stakeholders informed, including trainers, participants, and sponsors. This includes regular updates on progress, addressing any concerns, and gathering feedback to make necessary adjustments.
- The team should also focus on ***monitoring and evaluating*** the training's effectiveness through assessments and feedback mechanisms, allowing for continuous improvement.
- Fostering a ***positive and inclusive learning environment*** is essential, encouraging collaboration and engagement among participants, which ultimately contributes to the overall success of the training program.

Facilitators and Trainers:

- They must thoroughly ***prepare and deliver content*** that aligns with the training objectives, utilising a variety of teaching methods to cater to diverse learning styles.
- Trainers are responsible for conducting ***hands-on demonstrations and practical exercises***, enabling participants to apply their knowledge in real-world scenarios.
- Effective communication is essential; thus, facilitators should actively encourage ***participant interaction and feedback***, creating a supportive atmosphere where learners feel comfortable asking questions and sharing insights.
- They must ***continuously assess*** participant progress through formative assessments and adjust their teaching strategies accordingly to meet the needs of the group.
- The trainers' commitment to ***fostering a positive and inclusive learning experience*** is crucial for achieving the training goals and ensuring participants gain valuable skills and knowledge.

The Sport Enrichment Assistants:

- They must come ***prepared and committed*** to engaging fully in all sessions, demonstrating a willingness to learn and practice new skills.
- ***Actively participating*** in discussions, asking questions, and providing feedback to trainers and peers.
- Participants should take ***personal responsibility*** for their progress by setting individual goals and reflecting on their performance throughout the training.
- ***Collaborating with fellow participants*** and supporting one another, they can foster a positive learning environment.
- ***Adhering to the guidelines and expectations*** set by trainers ensures a safe and productive atmosphere for everyone involved. Ultimately, the active involvement and dedication of participants are crucial for maximising the benefits of the training experience.

10. CONCLUSION

The success of a training program hinges on the collaborative efforts of all stakeholders, including trainers, Subject Expert Advisors, Sport Enrichment Assistants, and participants. Each group has distinct responsibilities that contribute to creating a dynamic and effective learning environment. By fostering open communication, providing expert guidance, and maintaining a commitment to continuous improvement, the training team can ensure that participants not only acquire essential skills but also experience personal growth and

development. Ultimately, when all parties work together harmoniously, the training program can achieve its objectives, empowering participants to excel in their respective fields and fostering a culture of lifelong learning and enrichment.