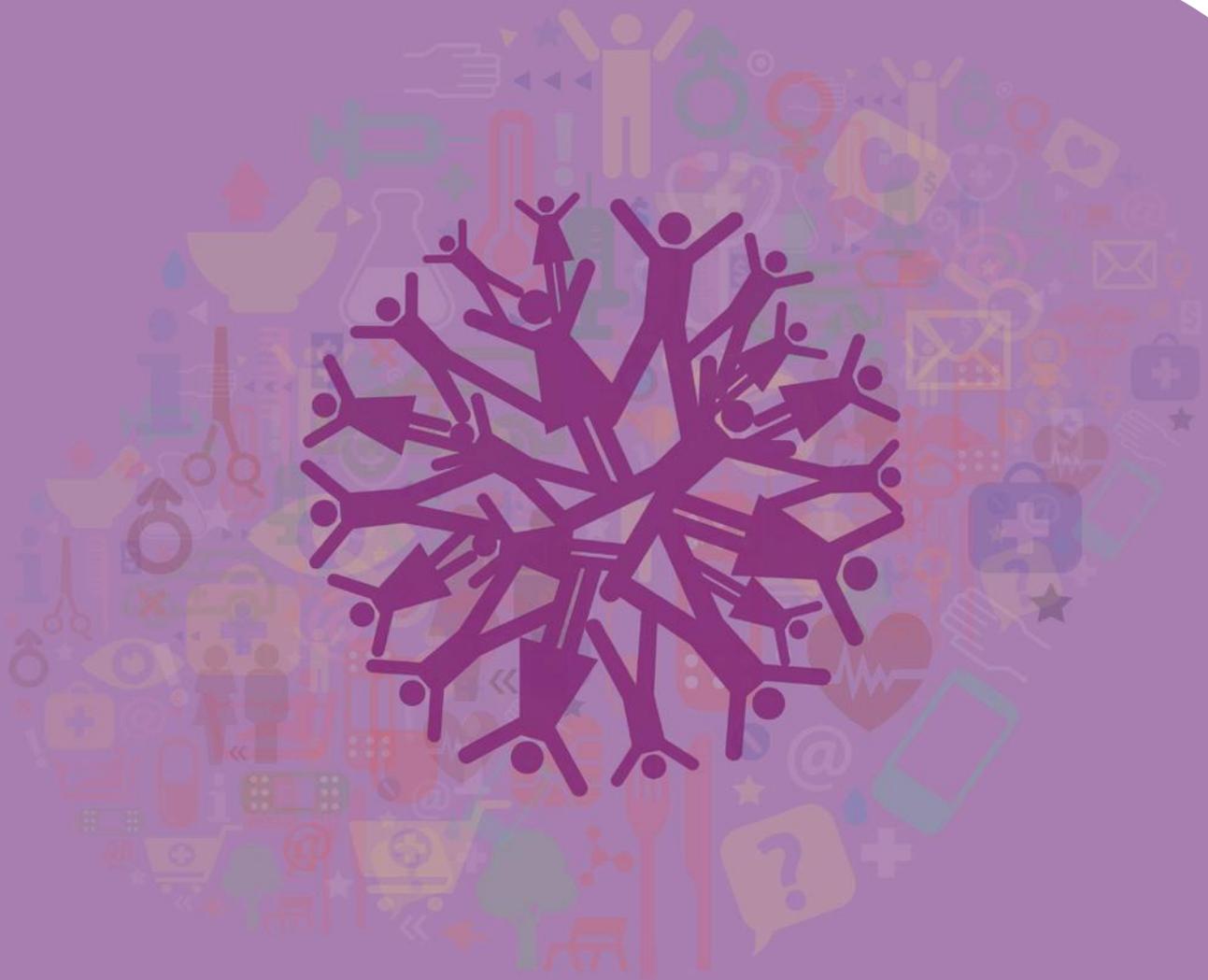


CHCLAH002

Contribute to leisure and health programming

Release 1



Learner guide

CHCLAH002

Contribute to leisure and health programming

Release 1

Learner guide

Aspire Version 1.2



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Version control and modification history

Version	Release date	Modification
Release 1, version 1.1	December 2015	First release
Release 1, version 1.2	January 2019	Minor corrections as part of our continuous improvement program

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CHCLAH002 Contribute to leisure and health programming Release 1

© 2017 Aspire Training & Consulting
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First published April 2017
Reprinted (with amendments) January 2019

Cover design Rewind Creative
Printer Doculink Australia Pty Ltd, 1d/28 Rogers Street,
Port Melbourne VIC 3207

e-ISBN 978-1-76059-907-2 (PDF version)
ISBN 978-1-76059-905-8

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Before you begin

This learner guide is based on the unit of competency *CHCLAH002 Contribute to leisure and health programming*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: www.training.gov.au.

How to work through this learner guide

This learner guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the learner guide you need to read, and which practice tasks and learning checkpoints you need to complete. The features of this learner guide are detailed in the following table.

Feature of the learner guide	How you can use each feature
Learning content	<ul style="list-style-type: none"> ▶ Read each topic in this learner guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples and case studies	<ul style="list-style-type: none"> ▶ Examples of completed documents that may be used in a workplace are included in this learner guide. You can use these examples as models to help you complete practice tasks and learning checkpoints. ▶ Case studies highlight learning points and provide realistic examples of workplace situations.
Practice tasks	<ul style="list-style-type: none"> ▶ Practice tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Video clips	<ul style="list-style-type: none"> ▶ Where QR codes appear, learners can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: www.aspirelr.com.au/help <div data-bbox="1163 1328 1353 1608" style="text-align: right;">   <p style="font-size: small; margin-top: 5px;">V1234</p> </div>
Summary	<ul style="list-style-type: none"> ▶ Key learning points are provided at the end of each topic.
Learning checkpoints	<ul style="list-style-type: none"> ▶ There is a learning checkpoint at the end of each topic. Your trainer will tell you which learning checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> ▶ Understanding your job role, organisational procedures and legal responsibilities ▶ Managing your work and seeing how well you are going and making goals for yourself at work ▶ Seeking professional development opportunities for continuous improvement
Reading	<ul style="list-style-type: none"> ▶ Understanding how documents are presented and being able to navigate through documents ▶ Understanding industry- and job-specific terminology ▶ Interpreting key information in relevant documents ▶ Understanding routine workplace checklists and documentation
Writing	<ul style="list-style-type: none"> ▶ Planning, drafting and writing reports and documents ▶ Communicating through written letters, email and online ▶ Recording progress; reporting incidents
Oral communication	<ul style="list-style-type: none"> ▶ Clarifying instructions ▶ Providing information ▶ Supporting others through encouragement, negotiation and conflict resolution ▶ Using body language to model desired behaviour and responding to others' body language
Numeracy	<ul style="list-style-type: none"> ▶ Calculating costs, weights, measurements of height and distance ▶ Interpreting measurements
Teamwork	<ul style="list-style-type: none"> ▶ Working well with other people by cooperating, collaborating, encouraging and building rapport
Planning and organising	<ul style="list-style-type: none"> ▶ Planning your workload and commitments ▶ Implementing tasks ▶ Completing work on time ▶ Knowing how to deal with hazards and risks
Making decisions	<ul style="list-style-type: none"> ▶ Understanding and applying decision-making processes ▶ Reviewing the impact of your decisions
Problem-solving	<ul style="list-style-type: none"> ▶ Identifying problems ▶ Working out how to fix a problem using problem-solving processes and reviewing the outcome
Innovation and creation	<ul style="list-style-type: none"> ▶ Recognising opportunities to develop and apply new ideas ▶ Generating ideas by thinking of new ways to do something ▶ Making suggestions to improve work

Foundation skill area	Foundation skill description
Technology and digital literacy	<ul style="list-style-type: none"> ▶ Efficiently using digitally based technologies and systems correctly and safely ▶ Accessing, organising and presenting information ▶ Using equipment correctly and safely

What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcomes	Rate your confidence in each section
Topic 1 Identify activities to match leisure and health needs	1A Work with health practitioners and others when developing activity plans	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Collect, review and assess relevant information to establish the needs of a person	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Identify and review a range of possible activities to meet needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Select activity focus and type based on a person's needs, and resource availability	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Undertake an activity analysis to match a person's needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1F Undertake an assessment of outing requirements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1G Undertake risk assessment for activities, programs and outings	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 2 Assist with the preparation of activity plan	2A Undertake appropriate planning of activities within a team to meet a person's needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Incorporate consultation with others into planning of activities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Determine operational arrangements for conducting the activities and assessing feasibility	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Develop and document goals and outcomes for each activity	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2E Include appropriate implementation and evaluation strategies in the activity plan	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2F Develop plans to include activity modifications requirements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2G Document resource adaptations, where appropriate	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2H Ensure planned activities reflect accepted best practice	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2I Document the activity plan according to organisation procedures and protocols	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 3 Identify and obtain required resources	3A Devise and implement strategies to obtain and utilise resources	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Make submissions to potential sources in accordance with relevant guidelines	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Evaluate, select and arrange suitable locations for program implementation	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Identify a range of leisure and recreation options and experiences	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3E Identify components of an activity relevant to the abilities of the person	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3F Modify and adapt activities to meet a person's needs	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3G Conduct resource audit	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4 Promote activity or program	4A Identify potential program users to achieve maximum response	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Evaluate effectiveness of promotional activities and make changes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4C Develop motivational strategies to maximise participation	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4D Evaluate effectiveness of motivational strategies and amendment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 5 Deliver activity or program	5A Implement activities in accordance with program plan, guidelines and legislative requirements	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5B Provide participants with access to a range of activities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5C Develop flexible implementation plans to suit a variety of contexts	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5D Adapt program to changing needs of participants	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5E Promptly address problems in delivery of activities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5F Use effective facilitation techniques in the delivery of activities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5G Develop and implement strategies to deal with behaviours of concern	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	5H Monitor levels of participation and amend activity	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 6 Evaluate activity	6A Define criteria to judge program effectiveness in consultation with others	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	6B Routinely use appropriate evaluation, revision and development strategies	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	6C Collect, organise and report evaluation information	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	6D Prepare and present reports as required	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcomes	Rate your confidence in each section
Topic 7 Document the activity or program	7A Determine documentation requirements that reflect accepted best practice	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	7B Conduct documentation processes according to organisation guidelines	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	7C Evaluate the effectiveness of documentation	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1

In this topic you will learn how to:

- 1A Work with health practitioners and others when developing activity plans**

- 1B Collect, review and assess relevant information to establish the needs of a person**

- 1C Identify and review a range of possible activities to meet needs**

- 1D Select activity focus and type based on a person's needs, and resource availability**

- 1E Undertake an activity analysis to match a person's needs**

- 1F Undertake an assessment of outing requirements**

- 1G Undertake risk assessment for activities, programs and outings**

Identify activities to match leisure and health needs

Effective leisure and health programs depend on staff to gather and analyse information about a person's needs, preferences and abilities. Activities matched to a person's specific needs can provide benefits that extend beyond their immediate aims. Many studies have demonstrated the positive impact on physical health that social and emotional wellbeing can have. Reduced stress levels and better coping skills are often apparent in people who have all areas of their needs addressed. Planning, therefore, needs to be undertaken in a structured and methodical way.

1A Work with health practitioners and others when developing activity plans

Planning programs to meet leisure and recreational needs requires a comprehensive and systematic approach, using a series of clear steps, much like project management in any field or industry. Program planning for an individual or group requires a lot of groundwork beyond simply providing generic activities to suit the age group and stated interests.



Activity plans

Effective leisure and health program planning should follow a comprehensive series of steps, from identification of program needs through to program evaluation. Research and consultation play a key part in program development through each of these stages. Health practitioners, leisure and health professionals and relevant others should be consulted during each of these steps in order to increase the quality, safety and relevance of programs.

Here are the planning steps.

Program planning steps

Identify and assess leisure and health needs of the particular group.

Write program plans.

Develop and collect required resources.

Implement activities.

Evaluate and document the program outcomes.

Work health practitioners when developing activity plans

Working collaboratively may be challenging at first. However, as you gain confidence and experience in the recreation and leisure field, you will find that you build a network of people and organisations you can refer to. Meetings, networking groups, conferences and training all provide opportunities to build positive collaborative relationships.

People you support and their families provide information about preferences, abilities and enjoyment of activities and programs. Volunteers are also a valuable resource, as they spend a lot of time with people and often have a wealth of information to share.

Here are a number of other key people you may deal with.

Diversional therapists

Diversional therapists assess functional skills (such as cognitive ability, social, communication, behaviour and motor) related to leisure functioning, and plan and implement programs accordingly.

In many lifestyle and leisure settings, your job role will report directly to a diversional therapist.

Occupational therapists

Occupational therapists assess, inform and maximise a person's ability to take part in activities. Occupational therapists use a range of strategies, including specialist aids and equipment.

They work in a range of community, health and residential settings.

Physiotherapists

They provide expert information about activities to build and maintain muscle strength, as well as advising on safe exercise and physical activity for individuals and groups.

They work in a range of community and health settings.

Allied health professionals

Specialist allied health professionals include audiologists, speech therapists, dietitians and social workers.

They address specific and complex problems that can present barriers to participation through advice, intervention and modifying activities.

Community workers

Community workers include drug and alcohol workers, youth workers and Indigenous workers, among others.

They provide information relating to specific needs of particular groups, such as social and medical considerations.

Support services

There are many specialist support services, such as Alzheimer's Australia and Autism Spectrum Australia (ASPECT). They provide information, resources and support to help programs meet the physical, social and intellectual needs of people with specific disabilities and limitations.

Doctors and nurses

These include general practitioners, medical specialists and nurses.

They advise on health and medical requirements and restrictions on activities, such as those involving physical activity for people with heart conditions.

Community leaders

Community leaders include people such as priests, rabbis, Aboriginal elders and cultural groups.

They provide information and ideas to help meet the cultural and social needs of specific cultural and religious groups.

Service providers and activity service management, staff and volunteers

They provide information about barriers to participation and the experiences, abilities and personalities of individual people.

Advocacy services make lifestyle decisions on behalf of a person who is not able to do so themselves.

Community-based services and sporting groups

They support a person's introduction and ongoing involvement with a mainstream or disability-specific special interest group, through educating the service regarding the person's needs and determining the person's suitability for that service or group.

Work with key stakeholders when developing activity plans

As well as working with qualified health practitioners to develop activity plans, you need to work with the person the plan is for, their family or carers and colleagues. The activity plan needs to be specific to the person's needs, interests and strengths. The person, and their family or carer, can provide this information.

If there are communication needs, such as language barriers, you will need to engage an interpreter or translator to ensure that the person has the opportunity to communicate their needs and preferences.



Example

Work with health practitioners when developing the activity plan



Maurice wants to plan a yoga class for some of the residents at the aged care home where he works. Several residents are interested in the activity, so he talks to the director in charge of the facility, who suggests that he contact a local yoga practitioner to provide information, demonstration and instruction on safe yoga techniques for older people.

Maurice shows the written instructions to the facility's visiting physiotherapist, who makes suggestions for modifying the exercises for particular people who have conditions such as arthritis. Finally, Maurice gains the written approval of a general practitioner who has previously instructed a resident to avoid physical exertion without medical consent. He is now ready to develop a more detailed plan for implementing the activity.

Practice task 1

1. How could a general practitioner support you when developing an activity plan?

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2. How could an occupational therapist support you when developing an activity plan?

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3. How could a diversional therapist support you when developing an activity plan?

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4. How could the individual you are delivering support to help when developing an activity plan?

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Click to complete Practice task 1

1B Collect, review and assess relevant information to establish the needs of a person

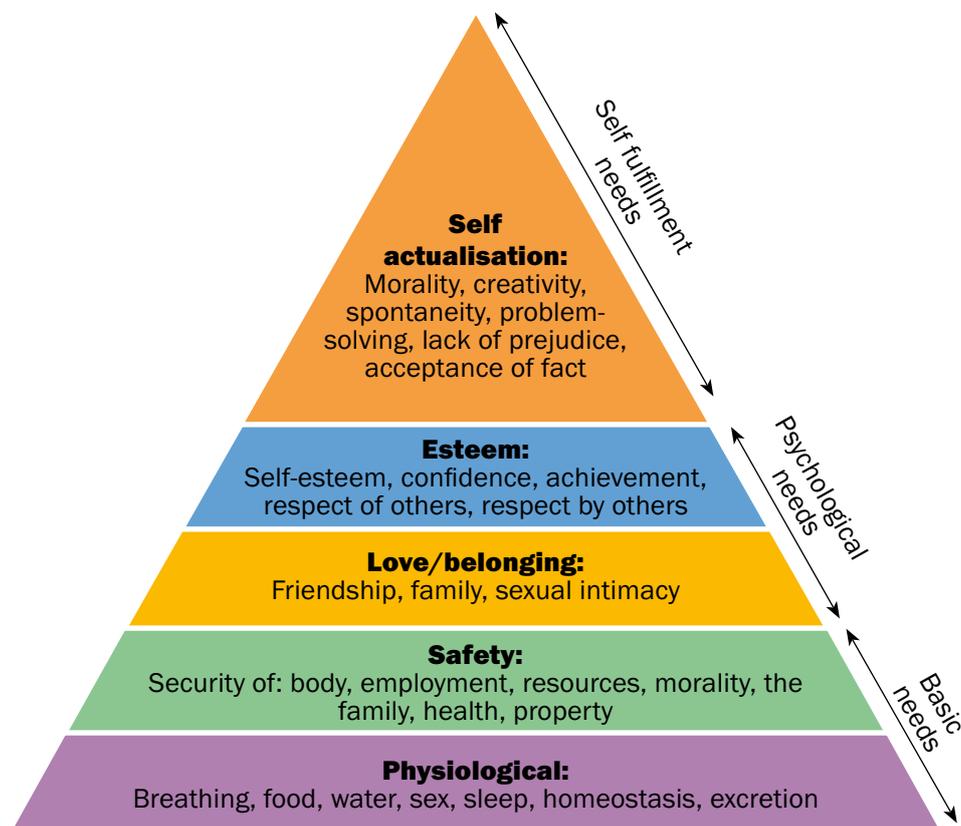
A leisure and health assessment collects information to establish a person's recreation abilities and needs. Program staff can use this information to review the suitability of activities for each person, and to develop a broad plan for activities that suit a wide variety of needs, abilities and interests. The main types of needs to take into consideration are universal needs, development needs and special needs.



Universal needs

Abraham Maslow's (1908–1970) widely disseminated hierarchy of needs, published in 1943, created a list of universal human needs, represented as a pyramid. These begin with the most basic needs that all humans share (lower order): physiological needs such as shelter, warmth and food. Other higher order needs include safety, love, belonging, self-esteem and self-actualisation (the need to meet individual potential for creativity and problem-solving). Because all humans share the same basic needs, these are considered universal. Maslow is credited for exploring the theory that people can only begin to meet the higher needs when those on the lower order have first been met.

Here is the hierarchy of needs.



Developmental needs

Developmental needs are those that are specific to the person's age and developmental stage. For example, infants have basic physical and emotional needs that they communicate through behavioural cues – such as smacking their lips or sucking their fingers when they are hungry. Young children need to learn and explore through play. Adolescents have a strong common need to belong to and be accepted by their peer group. Adults often have a need to fulfil work roles and provide for families, while older adults' needs can centre on maintaining their health and their role in family relationships. Although common patterns are recognised in these groups, developmental needs vary between individuals.



Special needs

Some people do not reach developmental milestones at the expected age; for example, the developmental needs of people with intellectual disabilities can be delayed or restricted. Special needs also include those stemming from physical or sensory disabilities. Other special needs to be considered include those relating to cultural diversity, poverty and disadvantage, trauma and illness.

Holistic assessment

A holistic assessment considers a number of different areas of skills and needs. Using a holistic approach helps ensure that the assessment is thorough and individualised. Since all of the areas listed can impact each other, it is important to consider the person's needs collectively rather than individually. For example, a person who is experiencing pain as a result of a medical condition may also have crossover effects in several other domains, including social and psychological/emotional areas. Pain can cause a person to feel anxious or withdrawn, leading to social isolation and reduced interest in activities.

Holistic assessment considers these life domains:

- ▶ Emotional
- ▶ Social
- ▶ Physical
- ▶ Mental
- ▶ Spiritual

Social needs

The person's social functioning can be observed in their social interactions with others, including family members, program or service staff and other service users.

Questions asked as part of a social assessment include:

- ▶ How well does the person communicate?
- ▶ Are communication aids required to improve communication?
- ▶ Is the person's personality likely to affect their ability to participate in certain types of activities?
- ▶ What level of communication is necessary to help the person understand and follow directions?
- ▶ Does the person need encouragement to overcome shyness?

- ▶ How well does the person interact with others in activities and social settings?
- ▶ Do the person's social preferences make them more suited to small or large group settings?

Mental and cognitive needs

Cognitive factors that may impact a person's participation in leisure activities include dementia, stroke, intellectual disabilities and acquired brain injury (ABI). Some conditions lead to behavioural changes, problems with attention span and communication skills, and a reduced understanding of what is happening around them. A cognitive assessment considers how well the person is able to understand rules, use communication and participate effectively.



Mental health issues like depression and anxiety can also impact a person's ability to participate in activities. Consult the person's health team and the person directly to understand how leisure and health activities can benefit their mental health.

Cultural and spiritual needs

Culture and a person's spiritual life play an important role in the lifestyles of many people, and can impact their recreational needs. Following are some cultural and spiritual needs or differences that should be taken into account during an assessment.

Proficiency in English and other languages

- ▶ If language barriers exist, give consideration to how instructions will be relayed and how social interactions with others will be facilitated.
- ▶ An assessment will also take into account the availability of family members or others who could help interpret.

Cultural customs

- ▶ People from some cultures may react negatively to activities that involve contact with members of the opposite sex.
- ▶ Some excursion venues may pose problems for people with different cultural expectations of dress and behaviour, such as public swimming pools.

Religious/spiritual beliefs

- ▶ Certain themes or topics raised during activities may offend or exclude some people, such as religious celebrations or controversial historical events.
- ▶ People from some faiths, such as Islam, need access to a place to pray at certain times of the day. Different religions celebrate different holidays, affecting a person's availability.
- ▶ Religious custom can also impact a person's dietary customs. Islamic people, for instance, do not drink alcohol.

Physical needs

A physical assessment looks at the person's ability to participate in tasks that require movement and dexterity. Talk to the person about their physical needs, or to the person's health practitioner if appropriate.

You need to consider the following physical needs:

- ▶ Fine motor skills to determine suitability for tasks that require dexterity, such as crafts
- ▶ Gross motor skills, including their ability to safely take part in active games or sports
- ▶ Use of aids and equipment to maintain independence
- ▶ Medical history, including any risks and requirements, such as medical orders to minimise exertion
- ▶ Sensory impairments (vision, hearing, touch, smell and taste), if relevant, that may reduce their enjoyment of some activities
- ▶ Additional health needs, such as a need to lose weight

Emotional needs

A person's psychological needs may impact their desire and ability to benefit from leisure and health activities. These needs are manifested through emotions and may present themselves in a variety of ways. A person who has suffered a stroke may exhibit feelings of frustration, anxiety and depression. A person who has lost a partner may show feelings of anger, sorrow and fear. Depression or grief can reduce a person's interest in social activities. Understanding where these feelings stem from can help you plan activities with empathy and support.



Identify emotional needs through interviews with the person, their family or advocate. You may need to consult the person's medical history, and their health practitioner, particularly if they are taking medication to manage mental and emotional health issues.

Collect assessment information

A thorough assessment gathers information in a variety of ways. Interviews provide a forum not only for the person to answer questions and provide information about themselves, but also to observe their social and cognitive skills. An interview should be conducted in a private area, in an environment that is quiet and comfortable.

Interview questions can help you to determine the person's needs and preferences, and this information can then be used to develop individual or group activities to suit the individual, and to modify existing activities if necessary. This information may indicate the person has special needs that are being overlooked. Consider both the verbal and nonverbal information the person provides during an interview, as explained below.

Nonverbal information

You can determine a great deal of information by observing the person during the interview. You may gain clues about their social, cognitive, physical and psychological needs from, for example:

- ▶ their demeanour, including how often they smile and whether they are nervous or make eye contact
- ▶ their use of mobility aids
- ▶ any difficulty with speech or hearing.

Verbal information

Questioning can help to identify:

- ▶ the types of activities they enjoy
- ▶ past interests and skills
- ▶ barriers to participation, including physical, medical or cultural differences
- ▶ their opinion about the quality and variety of existing activities
- ▶ preferences about the content and timing of sessions and the order and length of activities
- ▶ new ideas for programs.

Social histories

Collecting a person's social history can help develop a picture of their network of family, friends, neighbours and community members. Social histories can be gathered by talking to the person and/or significant others, or by asking them to complete standard forms used in your workplace, such as a social profile form.

Relevant social information includes:

- ▶ age and nationality
- ▶ family members and the family dynamics
- ▶ social networks that could be involved in or assist with leisure activities
- ▶ education
- ▶ socialisation preferences, such as whether they consider themselves social or solitary
- ▶ cultural customs and requirements
- ▶ daily routines
- ▶ past and present leisure interests
- ▶ community affiliations, such as clubs, cultural groups and volunteer associations.

Review and research

Reading information that has been recorded by support staff and health professionals can provide information about the person's physical and medical needs, use of aids and equipment, and behaviour and personality factors that may impact leisure pursuits.

When you have information about a person's past or current job roles, hobbies and special skills and interests, further research can help you to understand how you

may be able to match the person’s past with new or modified leisure opportunities. For example, a person with dementia who once worked as a builder may benefit from supervised woodwork activities.

You may obtain numerical data, such as health charts containing medication needs. When collecting data, ensure you are accurate and efficient. Mistakes can be very detrimental to the person.

Example

Collect, review and assess information to establish needs

The staff at an activity group run by the local council for older people who live at home are considering whether to take the people they support on an outing to the ANZAC Day parade. Led by Elspeth, their team leader, staff use research and assessment to determine the holistic needs, as follows:

- ▶ **Psychological needs:** They ask people how they feel about the march, considering that many of these people lived through or served in wars, to determine whether the outing is appropriate for the group.
- ▶ **Physical needs:** They determine people’s ability to stand or walk for long periods, including the need for seating and meal breaks, by talking to each person and their families.
- ▶ **Medical needs:** They discuss whether the outing may provide too much emotional or physical exertion for people with medical conditions such as heart disease.
- ▶ **Cultural needs:** They research the customs and traditions that are associated with ANZAC Day commemorations to ensure these are respected.
- ▶ **Social needs:** They determine how socialising with other people who have been through the experience of war plays a part in the ANZAC tradition, and ensure that any concerns or sensitivities are considered.



Practice task 2

1. What is an example of a development need, and how can it be assessed?

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2. What is an example of a special need, and how can it be assessed?

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3. What is an example of a social need, and how can it be assessed?

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4. What is an example of an emotional need, and how can it be assessed?

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5. What is an example of a physical need, and how can it be assessed?

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6. What is an example of a mental need, and how can it be assessed?

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7. What is an example of a spiritual need, and how can it be assessed?

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Click to complete Practice task 2

1C Identify and review a range of possible activities to meet needs

The information you have collected about a person can now be used to identify programs and activities that will meet their individual needs. A program is a timetable of activities that covers a certain period, such as a day, a week or a month. Programs may involve a regular rotation of repeated activities or they may be more flexible and varied, depending on the changing needs of the people and the service.



Range of activities

Activities may be designed to address individual needs, such as a reminiscence activity involving discussion of old family photos for a person with dementia, or a modified ball game for a group of people with physical disabilities. They may also be the result of research conducted with the help of family members and other professionals to identify individual physical, emotional and cognitive needs within the group.

The range of activities include:

- ▶ games and play
- ▶ outings
- ▶ reminiscence
- ▶ poetry and drama
- ▶ storytelling and reading
- ▶ art and craft
- ▶ companion animals
- ▶ cognitive stimulation
- ▶ sporting and recreational activities
- ▶ social activities
- ▶ work-related activities
- ▶ discussion groups.

Passive activities

Some people are more suited to activities that do not require active participation but are still enjoyable and interesting.

Here is some useful information regarding the design of passive activities.

Passive activities

People who may enjoy passive activities include people with dementia or intellectual disabilities who may have difficulty with social interactions or cognitive skills, but who can appreciate the interactions of others around them. People who can participate in many different types of activities by simply listening and watching others take more active roles in a range of activities. Passive activities also include watching DVDs, listening to books or poetry being read aloud, or having manicures.

Passive participation can be useful for times of the day when more restful activities are required; as an alternative to physical activities; or for people whose emotional needs lead them to prefer less-active participation.

Animals

One passive activity that is beneficial involves contacting an organisation that will bring a companion animal to your facility. Companion animals help reduce feelings of loneliness and may assist with changes and transitions related to ageing. People with Alzheimer's disease have shown an increase in social behaviours (smiling and laughing) when around animals. A recent study also found that children with autism spectrum disorder (ASD) benefit from activities with animals, resulting in increased social interactions and a greater use of language skills.

Other groups who have experienced positive outcomes include people with schizophrenia, depression, anxiety and victims of abuse and neglect. Companion animals break down barriers by providing non-judgmental affection.

Active activities

Many people you support will benefit from taking part in activities that require more direct levels of participation. Active activities encourage the person to socialise, exercise and improve physical health, learn new skills and extend their cognitive functioning. Examples include sports and ball games, craft activities, board games, discussion groups and excursions.

Ensure that the activities are suited to the person's physical, mental and social needs.



Activities to meet holistic needs

There are a range of needs to consider when planning activities. The following examples demonstrate different activities that could be planned to meet different needs.

Physical needs

Physical exercise and activity helps to improve and maintain the health of the heart and muscles, improves circulation and contributes to emotional wellbeing. It can be enjoyable and challenging, as well as an effective way to improve social skills and connections. Games can be modified for different ages and abilities by using alternative equipment; for example, using balloons instead of balls.

Examples include:

- ▶ ball games such as tennis, badminton, lawn bowls or ball toss
- ▶ walking groups
- ▶ exercise classes, including tai chi, yoga or water aerobics
- ▶ arts and crafts
- ▶ musical chairs
- ▶ dance lessons.

Cognitive and mental needs

Practising activities that exercise the brain has been shown to slow the onset and progression of dementia, increase social skills, improve emotional wellbeing and maximise memory and intellect.

Examples include:

- ▶ crosswords, puzzles, jigsaws, board games and brain teasers
- ▶ reading, creative writing, poetry, book clubs or writing to pen pals
- ▶ discussion groups
- ▶ trivia sessions
- ▶ computer games
- ▶ circle games such as memory games or storytelling
- ▶ education and training.

Social needs

Social interaction is an important human need that helps people to improve emotional and physical health, communication skills and maintain cognitive abilities.

Activities include:

- ▶ discussion or chat groups
- ▶ outings or excursions to venues of interest
- ▶ sharing meals, tea parties, picnics or candlelight dinners
- ▶ undertaking shared hobbies such as armchair travels or gardening
- ▶ going to the movies or DVD afternoons
- ▶ attending community theatre
- ▶ attending local musical performances
- ▶ book groups
- ▶ men's groups.

Spiritual needs

Including spiritual or religious activities in a person's life can instil and maintain a sense of connectedness and self-worth.

Examples include:

- ▶ attending church, synagogue, mosque or temple worship services
- ▶ church, synagogue, mosque or temple social groups
- ▶ meditation to manage stress or improve focus
- ▶ prayer groups
- ▶ fellowship groups
- ▶ Koran study
- ▶ Christian or Hebrew bible study
- ▶ recognising and celebrating religious holy days and festivals such as Christmas, Vesak, Ramadan and Hanukkah.

Emotional needs

People need to feel they have valued roles. Activities that meet emotional needs appeal to the person's memory, values and self-esteem.

Examples include:

- ▶ cultural crafts, music or celebration of cultural festivals
- ▶ activities that remind the person of their past, such as theme days
- ▶ opportunities to use existing skills, such as modified cooking activities or gardening
- ▶ opportunities to teach skills, such as person-led craft workshops
- ▶ activities that reduce anxiety through repetition, such as folding clothes; these are particularly helpful for people with dementia
- ▶ activities that increase self-esteem, such as manicures or facials
- ▶ having visits from companion animals.

Example

Identify and review a range of activities to meet needs

Patricia, a staff member at a residential aged care facility, has noticed that an older person, Robert, has been showing signs of fatigue and listlessness and is increasingly reluctant to participate in activities. Patricia knows studies have shown that the medications associated with mental illness can lead to decline in areas of memory, attention, problem-solving skills and motor speed. She is concerned that this may be occurring with Robert, as he complains of feeling tired and dizzy at times. Robert would like to participate in activities, but is afraid that he may fall if the activity requires fast movement.

In a neighbouring suburb, there is a community health and leisure program designed for people recovering from treatment for mental illness. Patricia encourages Robert to go to the centre, as it provides a program that incorporates both passive and active activities. Cognitive activities focusing on problem-solving are provided with frequent breaks. The centre has a companion dog who visits regularly, which Robert takes for walks. This calms Robert and provides him with a safe physical activity. Robert looks forward to walking the dog and shares his experiences with others at the centre.

Practice task 3

Read the case study, and then complete the task that follows.

Case study

Rudy lives in the community. He has an intellectual disability. Rudy's case worker, Dora, has been encouraging Rudy to be more social, as Rudy spends a lot of time at home, playing video games. Rudy frequently complains of depression and boredom. Dora thinks Rudy would benefit from physical activity too, as he is gaining weight, and his doctor has said he is pre-diabetic.

Rudy is not sure about doing more social activities. He says he doesn't like people because he thinks people don't like him. When Dora talks to him about what he does like, he says he likes playing ball sports. Rudy is Catholic. When Dora talks to him about his faith, Rudy says he doesn't know of any activities he can do which relate to his spiritual beliefs.

1D Select activity focus and type based on a person's needs, and resource availability

The types of people you work with will determine the type of program that is run and the activities that are chosen. For example, a planned activity group (PAG) for people with dementia will have a very different focus than a program designed for the ongoing leisure needs of residents supported by a disability service. The PAG for people with dementia may focus on maintaining social skills, providing enjoyable activities that are non-competitive, and allowing for adequate rest. An ongoing activity program for younger people with intellectual disabilities may focus on the development of workplace or independent living skills.

Programs may focus on:

- ▶ education and training, such as programs aimed at unemployed youths
- ▶ leisure activities such as gardening and art classes
- ▶ personal development and support for people with mental health issues
- ▶ therapeutic interventions for people recovering from acute surgical procedures, such as meditation and gentle exercise
- ▶ music and performing arts, such as theatre or band visits
- ▶ language and art activities
- ▶ spiritual or religious activities
- ▶ field trips
- ▶ community action and development
- ▶ special interest causes.

Determine the program focus

It is important to consider a range of factors when deciding on the structure and focus of a program for certain people. These may include any or all of the following factors.

Age group

- ▶ Programs need to be age-appropriate and take into account the interests, attention span, play and rest needs of people. Younger people with intellectual disabilities should be given access to activities that are appropriate to the common interests of their peers. Children generally need physical activity to break up periods of passive activity, and older adults may require frequent breaks.

Abilities and preferences

- ▶ Selecting a program of activities should take into account the persons' dexterity, cognitive and sensory abilities during the planning stages. The program structure should allow for people's attention spans, their interests and include adequate breaks for rest and relaxation. The planned activities need to encourage and maintain interest.

Holistic needs

- ▶ The individual and group needs can help to determine the focus of the program. For example, older adults usually enjoy program structures that provide a focus on social integration, such as providing a coffee or tea break at the end of each activity. This should be balanced so that a range of needs are met, including physical, cognitive and cultural needs.

Develop or maintain skills

- ▶ People with an acquired brain injury or intellectual disability may take part in programs designed to extend their skills for independent living or future work roles. Programs may focus on developing communication skills through word games and appropriate board games, or practising living skills such as cooking and managing public transport.

Time available

- ▶ The type of program you select will be dependent on time constraints. Longer session times may mean outings or excursions are more viable than those with shorter time frames. Groups that meet weekly may participate in craft activities or small projects with tasks that can be picked up and worked on over longer periods.

Type of service

- ▶ The time the person spends with the service, and whether this is their only access to opportunities, will also contribute to the selection of activities. People who live in residential services often depend more heavily on lifestyle and leisure programs. These programs should provide a broad range of activities to meet all of their needs. Day programs may focus instead on providing enjoyment and socialisation for people who live alone.

Determine type of program

The type of program offered may depend on the type of service delivering the program. Assess the person's needs to determine the type of program to offer. Service types are discussed below.

Day and respite

These services usually receive government funding and target specific groups such as older people or people with intellectual disabilities. Sometimes there are sub-groups within programs, such as older Aboriginal or Torres Strait Islander people.

Dementia services

Dementia-specific activities can be run by local council or community groups or groups such as Alzheimer's Australia. Alzheimer's Australia runs education, social and therapeutic programs and support groups in cities and regional areas.

Disability services

Disability services provide support to people with a wide range of physical, sensory and intellectual disabilities, including recreational and leisure activities designed to meet specific skill levels and abilities.

Mental health services

Residential, outpatient and inpatient education, leisure and health programs are run for people with mental health problems and illnesses across a range of settings and communities to promote recovery.

Palliative care

Palliative care services for people experiencing terminal illness are run in people's homes, hospices and hospitals. The services offer activities to meet people's emotional, social and spiritual needs.

Rehabilitation and hospital-based units

Rehabilitation and hospital-based services are run for inpatients of all ages who are recovering from illness, surgery or accidents.

Aged care

Residential aged care services target older people who are no longer able to care for themselves without skilled support. Retirement villages are home to many independent older people who live in independent units. Villages may run some leisure services.

Youth programs

Community groups, special interest groups and government-funded initiatives run programs with a range of aims, including programs to keep youths busy, engaged and out of trouble with the police, or to youths from disadvantaged backgrounds.

Correctional services

Programs run in correctional services are targeted at a range of correctional contexts, including prisons. Fitness, recreational and leisure programs and activities are available to prisoners to promote good conduct and rehabilitation.

Select activity based on the organisation's criteria

Your organisation will have certain criteria that determine what activities can be offered. Funding and budget will determine the cost spent on activities. The organisation will have specific goals and outcomes, which reflect its philosophy and values. These goals and expected outcomes will also determine the types of activities that can be offered. For example, if the organisation is run by a church, activities may have a Christian basis.

Your organisation may have a certain quota to fill, which relates to the number and type of activities it says it offers each year. This quota may relate to funding or to quality standards.



Select activity depending on resource availability

The type of activities that can be offered will largely depend on resource availability. Resources are generally physical or human. Physical resources include location, furniture, tools and equipment and aids. Human resources include staff and volunteers. Generally, the type of resources available will depend on funding. When planning an activity program, understand your organisation’s funding arrangement, and the type of funding that has been allocated to health and leisure activities. When planning your program, you may need to prepare a budget, which then needs approval.



Example

Select activity based on needs



Crystal’s mother was homeless when Crystal was born. Now, aged 17, Crystal is living in a care centre that provides support for homeless youth. Kate, one of the carers, suggests that Crystal join the local community centre. The focus of the centre is to provide government-funded courses to build employability skills. The centre also has an established mental and physical health resource network that Kate feels will benefit Crystal.

The community centre will also provide Crystal with a safe environment to socialise and connect with other youths. Kate hopes that Crystal’s self-esteem and overall health will improve and that she will be able to break the cycle of homelessness.

Practice task 4

1. What information do you need about a person’s needs when making a decision about the program?

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2. What information do you need about the organisation’s criteria when making a decision about the program?

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3. What information do you need about resource availability when making a decision about the program?

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[Click to complete Practice task 4](#)

1E Undertake an activity analysis to match a person's needs

Analysis is used to identify the suitability of existing activities or programs for individual people and to determine if and where modifications need to be made. Each activity needs to be considered in terms of the individual circumstances.

Circumstances may relate to:

- ▶ the need for physical assistance
- ▶ the fine and gross motor skills required, including strength, coordination and dexterity
- ▶ communication needs
- ▶ a person's ability to pay for costs associated with activity
- ▶ attention span and concentration.

Activity analysis

The following are some examples of questions you could ask to determine the appropriateness of a program to individual needs.

People with physical disabilities

Does the activity or program allow all people to participate on equal terms?

Can the person participate in the activity using their preferred choice of aid or equipment?

Is there adequate support and resources provided for people with physical needs, such as toileting?

People with cognitive disabilities, including dementia, acquired brain injury or intellectual disability

Is adequate supervision provided to allow the activity to be performed safely by this person?

Does the activity require resources that may pose an unacceptable risk to the person, such as sharp knives or boiling water?

Does the activity provide an appropriate level of challenge for the person without being too difficult or too simple?

Medical conditions

Does the person's medical condition exclude them from certain activities, such as those requiring physical exertion?

Is there adequate allowance for medical support needs where required? Support may be required for diabetes, asthma or epilepsy.

Cultural differences

Can all people participate in this activity, regardless of the language they speak?

Does this activity impact religious or cultural customs; for example, needing to remove a headscarf or wear a bathing suit?

Is the activity sensitive to the person's cultural beliefs, such as dietary beliefs and cultural taboos?

Age appropriateness

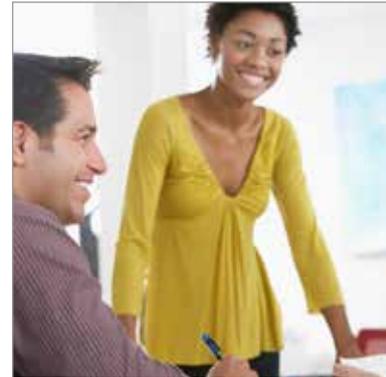
- Does the activity demean the person by being too childish or basic?
- Does the activity require a certain level of maturity?
- Is the activity too complex for the younger group?
- Does the activity reflect the common interests of the person's peer group?

Match needs to the characteristics of the activity

When you have determined the person's specific needs, consider which activities would suit these specific needs. You may work with your team to brainstorm possibilities, and encourage the person to make suggestions of activities they would like to participate in.

If a person has dementia, and experiences confusion or disorientation, you may need to plan activities that are very structured, safe and predictable.

If a person has high energy, they may be better suited to a physical activity as opposed to a passive activity.



Example

Use an activity analysis to match needs to characteristics of an activity



Dayna is planning an activity program for a group of young children and has determined that there are some medical conditions to be taken into account. James has epilepsy and, although the rest of the children would like to play interactive computer games, Dayna realises that this would not be appropriate for James. Dayna decides to plan a program around what all of the children can do so that James feels included.

Practice task 5

How could you analyse the appropriateness of an activity for someone with a physical disability or medical condition?

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Click to complete Practice task 5

1F Undertake an assessment of outing requirements

Outings or excursions allow people to explore their environment and be part of different aspects of their community. Outings do not need to be expensive or far away to be effective. The appropriateness of venues and outings depends on many factors, including the age, abilities and interests of the group.

Examples of outings:

- ▶ Swimming at the local pool
- ▶ Visiting a museum
- ▶ Attending a play or a concert
- ▶ Visiting a park for a picnic
- ▶ Going to a beach
- ▶ Attending a talk or a conference
- ▶ Going to an event, such as a fair or fete

Assess outing requirements

Planning outings can be time-consuming. When considering or introducing new options into the service, it is important that you understand the requirements and limitations each option may present. Most services have strict requirements for planning outings. These stipulations may change, particularly when planning sessions that involve higher levels of risk. Organisational requirements are found in policies and procedures or in instructions from managers. You may be required to complete a specific form, consult the venue manager and visit the location. Consider the following factors.

Factors organisational policies can determine

- ▶ Whether the outing suits the interests and age groups involved
- ▶ Dispersion of costs
- ▶ The number of staff required to supervise people during outings
- ▶ The maximum number of people who can safely participate in the outing
- ▶ Travel, including restrictions and minimum requirements for volunteer drivers
- ▶ Documentation requirements such as permission forms
- ▶ Alternative arrangements that could be made in the case of rain or other contingencies

Identify operational arrangements

Operational arrangements include considering factors that help you to meet your program goals within the limitations of policies, staffing availability and existing programs. Identifying these factors in your plans can mean that you consider the following aspects of programming outings.

Health and safety

Health and safety considerations related to planning outings cover a wide range of factors. Community-based outings can expose people to a great number of variables. Injuries while travelling or crossing roads, wandering away from the group or falls in unfamiliar environments can all be potential risks for people. Organisers should also consider the time of day and the availability of shelter to avoid prolonged exposure to heat or sun.

Number and age of people attending outing

Some outings can be more easily and safely run when there are smaller groups of people present. Supervision is one of the most vital safety concerns when planning outings. Children and people with cognitive disabilities must be adequately supervised at all times according to your organisation's staffing policy. Supervision usually needs to be increased during outings.

Value of outings

An assessment must weigh the potential or actual value of the activity against its cost and time requirements. For example, a large museum may be holding an exhibit that has a great deal of relevance to a group of senior people. Conversely, if only one or two people are interested in a concert, you may not consider the cost of resources and planning time worthwhile. These resources may be better spent on an activity that appeals to more people.

Consider needs when planning outings

Some people have special needs that require more-complex consideration in relation to outings and venues. Planning should consider the availability, access and safety of toilet facilities, as well as catering for people with particular food requirements, such as diabetes, allergies and cultural dietary differences. Here are some examples.

Examples of needs

The presence of disability-accessible toilets that are easy to access

Ramps and lifts

Facilities for vitamising or reheating foods for people on special diets

Frequent toilet or meal breaks, which need to be factored into schedules

Help with particular tasks during the outing, such as using money and counting change

Clear and frequent reminders about rules, such as staying with the group

Example

Assess outing requirements

Allan is arranging an excursion to the museum for 20 youths. Final estimates for the excursion are broken down into the following amounts.

Outing requirements	Cost estimates
Additional staff member to meet minimum supervision requirements at casual rate	\$200
Group booking fee	\$120
Food and drink	\$250
Transport to and from museum using hired coach	\$500

Allan has a budget of \$700. He decides that the transport cost is the only area that the excursion expenses could be cut down. After speaking to his supervisor, he decides that the excursion can only go ahead if his organisation’s policies and procedures allow him or a volunteer to drive a hired minibus to the museum. He puts the potential solution to his manager, who asks Allan to obtain a special bus licence first. The outing is put on hold until this can occur.

Practice task 6

1. How does funding impact plans for an outing?

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2. How can the organisation’s safety requirements impact plans for an outing?

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Click to complete Practice task 6

1G Undertake risk assessment for activities, programs and outings

A risk assessment examines all the events and problems that might arise to threaten the safety and wellbeing of staff and the people you support. A risk assessment should take place well in advance of an outing. Include staff who will be involved in the excursion in your risk assessment. Remember to consult staff who have previously undertaken outings and ask them for advice and guidance. Make sure you document each step of the assessment to help you plan a risk-free activity.

The following outlines the steps involved in risk assessment.

Risk assessment process
Identify risk.
Determine who might be harmed and how.
Evaluate and control risk.
Review your assessment.

Identify risk

In your planning meeting, brainstorm and discuss possible risk scenarios. Ensure that all staff involved in the outing are familiar with all aspects of the outing. Create a list of specific risks that will apply to your outing; for example, the transport time is two hours or one person has a severe food allergy.

Here are some hazards that may be considered during a risk assessment of various activities.



Computer games

- ▶ Socket covers.
- ▶ Safe electrical loads on powerboards.
- ▶ Safety of electrical cords that could cause trip hazards.
- ▶ Space around the computers for freedom of movement.
- ▶ Computers at a safe height for people to see the screen.
- ▶ Restricted time frames for computer use to avoid eye strain or being sedentary for long periods.



Outdoor games

- ▶ Ensuring locking mechanisms on playground or garden fences and gates are in working order when working with children or older people with dementia.
- ▶ Informing people of out-of-bounds areas.
- ▶ Particularly close supervision in some areas.
- ▶ Sun-safe practices.
- ▶ Hot and cold weather policies.



Meal breaks

- ▶ Children are restricted from kitchen areas.
- ▶ Awareness of special dietary requirements, such as people with celiac disease.
- ▶ Clear processes are in place to prevent people with food allergies coming into contact with these foods, including banning of certain foods such as nuts.



Indoor activities

- ▶ Removing or locking away dangerous substances such as cleaning fluids.
- ▶ Ensuring smoke alarms are tested and cleaned regularly, and are placed in correct positions according to regulations.
- ▶ Basic fire safety awareness by staff and others, including knowledge of behaviour that may contribute to injury and/or fatality.

Determine who might be harmed and how

Depending on the needs of the group you work with, there will be specific concerns and risks that need to be addressed. For instance, if you are taking a group of people with dementia on an overnight outing, you need to ensure there is adequate staff for the activity and overnight supervision, that the location of the activity and accommodation is secure and that there is a communication strategy in place in case of an emergency.



Rate risk and control

You must consider how likely it is that the risks you have identified will occur (the likelihood), and what the effects may be if the risk occurs (the impact). If the risk is considered low, it may be an acceptable one.

You can use a risk assessment matrix to evaluate a risk, where you assess the likelihood and impact of a risk, and determine the level of the risk where these intersect on the matrix. Consider the likelihood and impact of an activity you have been involved in and use the matrix below to estimate the risk level.

LIKELIHOOD	VERY LIKELY	Acceptable risk Medium	Unacceptable risk High	Unacceptable risk Extreme
	LIKELY	Acceptable risk Low	Acceptable risk Medium	Unacceptable risk High
	UNLIKELY	Acceptable risk Low	Acceptable risk Low	Acceptable risk Medium
		MINOR	MODERATE	MAJOR
IMPACT				

Summary

1. Program planning to meet leisure and recreational needs requires a comprehensive and systematic approach using a series of clear steps.
2. A leisure and health assessment collects information to establish a person's individual recreation abilities and needs.
3. Program staff can use this information to review the suitability of activities for each person, and to develop a broad plan for activities that suit a wide variety of needs, abilities and interests.
4. The information you collect from individuals and groups can be used to identify programs and activities that have the potential to meet needs.
5. It is important to consider a range of factors when deciding on the structure and focus of a program.
6. Undertake an analysis to identify the suitability of existing activities or programs to the individual, and to determine where modifications need to be made.
7. Most services have a set of strict requirements for planning outings.
8. A risk assessment examines all the potential problems or risks that may threaten the safety and wellbeing of staff, other stakeholders and people you support.

4. Identify three stakeholders you could work with when developing activity plans.

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5. Describe the process for collecting and reviewing information about health needs, based on a leisure and health assessment.

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Part B

Read the case study, then answer the questions that follow.

Case study

Mitchell is 88 and lives on his own in the community. Mitchell’s case worker Shelly wants to review Mitchell’s health and leisure program to make sure it is meeting Mitchell’s needs. She interviews Mitchell using a form from her workplace about his current program. She finds out that Mitchell is really enjoying his weekly bridge session with friends every Thursday. When Shelly asks why he enjoys it, he says ‘it makes my brain feel sharp’, and he enjoys spending time ‘with the lads’.

Shelly asks Mitchell what his weekends are like. In the last assessment, Mitchell said his daughter Fiona was visiting with her kids every Sunday. During this assessment, Shelly learns that Fiona hasn’t visited for about two months, because of new work commitments. When Shelly asks Mitchell how he feels about this, he just shrugs and looks at the carpet. He says his weekends are ‘very quiet’. Shelly asks about Mitchell’s other interests. She learns that Mitchell is Catholic but he hasn’t found a church community close by. She also learns that he has thought about doing lawn bowls ‘with the lads’ at the bowls centre, but doesn’t know how he would get down there every Saturday. Mitchell also had a hip replacement last year, so cannot walk long distances, and needs to sit down a lot of the time. He thinks a bit of gentle exercise would do him good, though.

1. Identify and review a range of 15 possible activities that would meet Mitchell’s needs.

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3. Practise undertaking an activity analysis to match Mitchell’s needs to the characteristics of the activity.

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4. Practise undertaking a risk assessment for one activity, program or outing Mitchell may participate in.

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Topic 2

In this topic you will learn how to:

- 2A Undertake appropriate planning of activities within a team to meet a person's needs**
- 2B Incorporate consultation with others into planning of activities**
- 2C Determine operational arrangements for conducting the activities and assessing feasibility**
- 2D Develop and document goals and outcomes for each activity**
- 2E Include appropriate implementation and evaluation strategies in the activity plan**
- 2F Develop plans to include activity modifications requirements**
- 2G Document resource adaptations, where appropriate**
- 2H Ensure planned activities reflect accepted best practice**
- 2I Document the activity plan according to organisation procedures and protocols**

Assist with the preparation of activity plan

An activity plan is a schedule of activities for the days, weeks or even months ahead. It may include details of the steps staff should take to put the activity into place. It should reflect and build upon the information collected about people and their leisure and health needs.

2A Undertake appropriate planning of activities within a team to meet a person's needs

As a community services worker, you are part of a team. It is important to involve the team, and work collaboratively with your team when planning activities. Working in a team means more ideas and information is shared, there are more resources and you are supported in your role.

There are benefits of planning activities in a team context.

Benefits of working within a team:

- ▶ Shared ideas and information
- ▶ Access to more resources
- ▶ Moral support

Identify and work collaboratively with stakeholders

You should identify all the people who will be involved in or notified of the activity, known as the stakeholders. It is important to listen to the ideas, concerns and knowledge of others when planning an activity.

Stakeholders may include:

- ▶ the person and their families or carers
- ▶ managers, who may need to officially approve additional costs and safety arrangements
- ▶ venue organisers, so that bookings and other arrangements can be made
- ▶ staff and volunteers who will be involved in actioning the plan
- ▶ staff and volunteers who will be responsible for running or supervising the session.



Work collaboratively with stakeholders when making plans. Allow people to have their say. Listen attentively to concerns. Respond appropriately. Allow opportunity for feedback, questions and clarifications.

Plan meetings

Scheduling a planning meeting allocates time for you and other stakeholders, such as your manager or supervisor, to review the information that has been collected about a person's needs and preferences and to plan a timetable of upcoming sessions. The information you have gathered about the person can be brought to the planning meeting in the form of case notes, photos, written records, summaries of surveys and questionnaire results and recommendations from health professionals. To successfully plan an appropriate activity, there are many things you should consider about the person's needs.

Does the plan:

- ▶ provide immediate and ongoing support
- ▶ promote participation and professional development
- ▶ enable people to use their time constructively while having fun and maintaining independence

- ▶ enable people to learn and explore skills, knowledge and attitudes, and meet their spiritual and religious needs
- ▶ enhance wellbeing
- ▶ maintain and improve cognitive functioning
- ▶ maintain and improve physical abilities
- ▶ promote social interaction and friendship development?

Research considerations

Some activities require more research than others as part of the planning process. Consult others when researching considerations.

Research may involve:

- ▶ asking experts about the best way to go about a complex activity or teaching a new skill to people you support
- ▶ checking whether additional permissions are required from management before the project goes ahead
- ▶ finding background information about history, culture or nature prior to visiting a particular venue such as a museum
- ▶ determining whether people with special needs can access aids or equipment that could improve their level of participation.

Example

Plan activities within a team to meet a person's needs

The recreation officer at a day service for people with intellectual disabilities is frequently seeking out original and creative ideas for activities and programs through consulting with a variety of people. People who use the service are the first source of ideas. The worker encourages service users and their families to consider ideas and interests by:

- ▶ holding brainstorming sessions and using these ideas as leads for new directions
- ▶ talking regularly to service users and families about activities they would like to see included in the program
- ▶ providing opportunities for service users and their families to provide formal feedback via surveys, suggestion boxes and feedback forms
- ▶ talking to other service operators about ideas they have used
- ▶ using books or the internet to search for new program ideas.

Practice task 8

1. Why is it important to take a team approach when planning activities?

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2. How could you ensure planning is done in a team?

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[Click to complete Practice task 8](#)

2B Incorporate consultation with others into planning of activities

Consultation is critical to effective teamwork. Schedule meetings to discuss planning. Send emails. Write letters. Make phone calls.

Primarily, you should consult the person you provide support to. If there are language or other communication barriers, you need to address these so the person's needs can be heard and understood.

You should also consult other stakeholders, including the person's carer, family, the service delivering the activity and your supervisor.

Effective consultation is:

- ▶ clear
- ▶ open
- ▶ fair
- ▶ unbiased.



Communicate effectively with the person and with stakeholders

Communicating clearly and empathetically helps build positive relationships with people you provide support to, and others involved in activity planning. Effective communication includes listening actively, speaking assertively and responding to inquiries efficiently. You should recognise and respond to individual differences. It is important to make good use of specialist communication skills such as cross-cultural protocols, nonverbal communication and motivational interviewing. These techniques underpin every interaction you have and impact planning procedures.

You should use the following techniques:

- ▶ Listening carefully and showing empathy
- ▶ Facilitating agreement between others
- ▶ Showing cultural sensitivity
- ▶ Resolving conflicts using appropriate strategies
- ▶ Interpreting situations correctly
- ▶ Negotiating solutions
- ▶ Nonverbal communication
- ▶ Motivational interviewing



Consult the person

You must make sure the activities you plan meet the needs of a person in a holistic way. Watch this video for more information.

Let the people you support participate in the planning process. This engages and encourages them to explore their own interests. People are more likely to want to

participate if they have been involved. People’s family members can also provide valuable input when included in the consultative process of activity planning. Other stakeholders, such as volunteers, can provide input as well.

Person-centred consultation

It is good practice for a service to enable people to have a say in how they would like services to run. People you support should be encouraged to provide suggestions, ideas and feedback. Acknowledging and acting upon suggestions puts the person’s interests and preferences at the centre of the service, in a person-centred approach that is a key principle of community services organisations.

Here are some ways you can take a person-centred approach.

Taking a person-centred approach

- ▶ Incorporate all or part of a person’s suggestion into programs or activities, even if it is in a different form than suggested.
- ▶ Speak to appropriate staff about making positive changes in line with the suggestion.
- ▶ Document the suggestion in the person’s records, so that it may be considered in the future.
- ▶ Let the person know their idea is valuable, but that it may not be possible or practical at the moment.

Cross-cultural communication, negotiation and facilitation

Some of the people you collaborate with may be from diverse backgrounds. You may need to communicate and negotiate with and facilitate people from diverse backgrounds.

There are many ways you can show you respect and understanding for another person’s culture through the way you communicate. Showing respect and being culturally sensitive helps you develop a trusting relationship with the other person, and build rapport. For example, if you lower your gaze when talking to an Indigenous person, you are demonstrating that you respect their cultural customs.

Here are some ways you can work effectively with people from diverse backgrounds.

Tips for working effectively with diverse people

Show cultural understanding and empathy. Don’t make negative comments about another country. Don’t talk about events that may be painful to someone.

Assist people to complete forms if they have trouble writing English.

Show courtesy and respect; be polite. Know when it is appropriate to smile, make eye contact, touch, bow to a person or shake their hand.

Don’t call someone by their first name or ‘love’ unless they want you to.

Include everyone; don't leave someone out of a conversation because you have trouble understanding their accent. Never ignore people in a group.

Talk to the person as an equal; speak in your normal voice. Don't shout or speak as if you are talking to a child.

Use language everyone can understand. Speak to your supervisor if specific communication issues arise.

Never make assumptions; consider specific communication needs based on a cultural background.

Example

Consult the person and stakeholders when planning

Rohan is planning an outing for the foster children he helps support. He wants to take the kids surfing.

Rohan wants to determine whether the young people are interested in surfing, and what date and time suits them and their families best. Rohan rings all the parents to ask. Where possible, he asks to speak with the young people. He writes down what he learnt in each conversation.

Rohan holds a team meeting, to raise his idea, and brainstorm possibilities and risks. The team discuss when and how the outing should take place, including how to conduct the risk assessment.

The team schedule the activity, and Rohan lets everyone know the details.



Practice task 9

1. What communication techniques can you use when working with others?

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2. What should you remember when communicating, negotiating and facilitating with people from diverse backgrounds?

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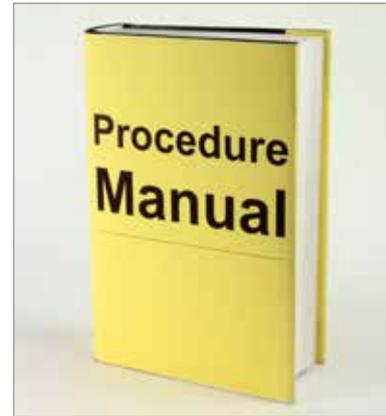
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Click to complete Practice task 9

2C Determine operational arrangements for conducting the activities and assessing feasibility

Planning activities can be a time-consuming process. When introducing new activities into the service or considering excursion options, it is important that you understand the requirements and limitations that each option can present.

Services usually have a set of requirements for planning activities. These requirements may change, particularly when planning excursions and activities that involve more risk than others. Organisational requirements can often be found in policies and procedures or instructions from managers.



Determine operational arrangements

Operational arrangements include considering a number of factors that will help you meet your program goals while staying within the limitations of policies, staffing availability and existing programs.

Some of these factors are outlined below.

Operational arrangements



Contingency planning

Thinking about problems that could arise and planning for alternatives in case an activity needs to be changed or cancelled is called 'contingency planning'. Good contingency plans can help you to move between activities seamlessly when unexpected situations, hazards or risks suddenly arise.

Contingency plans may be included for situations such as:

- ▶ changes in the weather
- ▶ variation to numbers of people, ages and abilities participating
- ▶ venues and transport companies cancelling bookings
- ▶ staff shortages or absences
- ▶ shortages of resources, including financial resources
- ▶ increases in activity costs.



Staff ratios

Some activities can be more easily run when there are smaller groups present; for example, playing interactive computer games. Other types of activities are better suited to larger groups; for example, team sports like hockey and basketball.

It is important to remember that additional supervision may be required, particularly when children or people with cognitive deficits are involved. Supervision is one of the most vital safety concerns that you should factor into program planning. People you support must have adequate supervision at all times according to your organisation's staffing policy, especially when activities are held outdoors or in unfamiliar environments. Activities must be designed around staff rosters and may need to be adjusted if adequate numbers of staff cannot assist.



Budget limitations

Even though some services may be funded or subsidised, you will be working inside budget restrictions when developing activity plans. Your service will provide you with a budget for staff, equipment, materials for activities, excursions and incursions.

Where possible, using sustainable work practices such as limiting waste and using recycled materials can help to reduce not only the financial costs of programs, but also environmental impacts.

There are processes you can use to design programs within cost constraints. Budgeting tools include templates that allow you to add the potential costs of activities or excursions together, and then compare this against the money in the budget to run the activity. It is important to keep in mind that money needs to be spread across the whole budget period.



Time constraints

The time taken for staff to plan and organise outings and activities is absorbed into the costs of running your service; however, complex activities that require additional time for planning and resource collection can affect the time staff have to contribute to other areas of the service.

When planning activities or outings, it is important to take into account the amount of lead time needed for the activity to run smoothly. For example, some outings will require time for:

- ▶ making bookings and transport arrangements
- ▶ conducting a risk analysis, which may involve a visit to external venues
- ▶ obtaining written permission from parents or guardians of people
- ▶ making necessary plans for meals and collecting equipment and resources.



Value and feasibility

In simple terms, assessing the feasibility of your activity means establishing whether the idea is realistic and achievable within the limitations of your service. You can assess the feasibility of the activity by considering factors that include cost, time frames, and the value of the activity to the group.

For example, a community centre may be holding an exhibit that has a great deal of relevance to a group of young teens. If there is a lot of interest from people, then the outing might be considered worth additional costs and staff time. Conversely, if only one or two people are interested, you may not consider the cost of resources and planning time worthwhile. This cost and time may be better spent on an activity that appeals to a wider group.

Example

Determine operational arrangements

A group of disadvantaged young adults from a halfway house have expressed interest in going to a skate park as a reward for good behaviour. Karen, the recreational officer, prepares a detailed plan outlining the operational arrangements that need to be considered. In the plan, she completes a feasibility assessment. One of the major costs is allocating enough staff for supervision. However, given that this activity is a reward for good behaviour, Karen decides that the outlay is justified by the esteem-building benefits of the activity.



Practice task 10

Read the case study, then complete the task that follows.

Case study

Terry consults the organisational procedures and operational arrangements for hosting social activities in the aged care residence where he works.

The procedures are as follows:

- ▶ Identify the purpose of activities, relevant stakeholders and who will be attending activities.
- ▶ Identify what resources you will require to run activities. Speak to your manager about budget allowances. Resources include staff, location, materials and equipment.
- ▶ Supervision is required at all times. Ensure that staff are available to run the activity, and have the recommended qualifications. All staff must have first aid. Volunteers must have signed a voluntary work agreement.
- ▶ Identify the length and time of your activity.
- ▶ Identify the location, including room number.
- ▶ Conduct a risk assessment.
- ▶ Record all details about the feasibility, and the requirements for the activity. Communicate to relevant people.

Read the procedures above. What are the operational arrangements for conducting the program and assessing feasibility of this activity?

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Click to complete Practice task 10

2D Develop and document goals and outcomes for each activity

To develop a goal or outcome, you must first have a starting point. By now you will have a lot of information about people participating in the activity. Using this information, you can develop goals for participants. For example, if you work with a group of people who are recovering from a stroke, a goal or outcome may be to plan activities that help improve their mobility. This gives you a starting point, from which you can begin to think about what activities may achieve this goal and how to implement them.

Goals should be SMART, as outlined below.

S

Specific:

Target and clearly define a specific area that you want to improve.

M

Measureable:

Suggest an indicator of progress; quantify if possible. Determine how you will know the goal has been achieved.

A

Attainable:

Agree what the goals should be and keep them achievable in the time frame.

R

Realistic:

Identify what results can realistically be achieved given the available resources, knowledge and time.

T

Time framed:

Specify when the result can be achieved; make sure there is enough time to achieve the goal, but not too much time.

Goals of the activity plan

Services that run lifestyle and leisure programs may be community groups or government organisations and are likely to target a particular group of people with common needs. The activity plan will likely have common goals to meet these needs.

Programs may be designed to meet the following broad goals.

Goals for programs

- ▶ To address the needs of groups, such as day programs for older people who are independent but may benefit from increased social interaction
- ▶ To benefit more-specific groups, such as day centres for people with autism spectrum disorders or people undergoing rehabilitation
- ▶ To incorporate lifestyle and leisure programs within a range of other supports, such as residential aged care or disability services
- ▶ To meet needs identified in research, such as art programs for people who have a history of mental illness to help them express emotions safely

- ▶ To benefit the general community, such as recreation and leisure activities held by local community groups
- ▶ To involve community leaders and decision-makers in their development, such as physical activity programs for older people
- ▶ To respond to social, economic and demographic changes, such as programs for youths who are homeless

Document goals and outcomes of each activity

It is important to accurately document the goals and expected outcomes for each activity. Record what the goal or outcome is and where, when and how the goal will be achieved.

Be specific, and include concrete descriptions of your goals and outcomes.

Documentation of goals will be a central component of your activity plan.

The following goals and outcomes were developed for a papier-mâché activity.

Papier-mâché activity goals

People will use fine motor skills to tear and glue strips of paper onto a balloon independently, using scissors and a glue brush by the end of the first session.

People will have created and decorated an animal of their own choice by the end of the second session.

People will show development of creativity and fine motor skills during the activity.

Example

Develop and document goals and outcomes

Ronny is planning an activity for the older people he supports. A couple of older people expressed interest in swing dancing, and when he asked others, there was more interest. Ronny spoke to his supervisor and confirmed that the budget allowed an extra physical activity each week. He presented his case for the activity, saying how interested the older people were. He'd also drawn up an initial budget. His supervisor was impressed and said she would take it to the management meeting. She asked Ronny to outline the goals and expected outcomes of the activity, so she can present it at the meeting.



continued ...

2E Include appropriate implementation and evaluation strategies in the activity plan

Having activities run smoothly does not happen by accident. The more detail you include in your plan, the more likely it is that the activity will be a success. Implementation strategies are the steps you will take to make the activity happen.

The first step to writing an implementation plan is to write a clear statement about the goal or outcome you want for the activity. This allows you to define the nature of the activity, which helps you write a detailed implementation plan. Another important element to include in your plan is evaluation strategies. Evaluation is the process of reviewing the success of the activity, including what went wrong and what you could have done better. Evaluation tools should be developed prior to the activity or excursion date.

EVALUATION	
<input checked="" type="checkbox"/>	Outstanding
<input type="checkbox"/>	Very Good
<input type="checkbox"/>	Satisfactory
<input type="checkbox"/>	Marginal
<input type="checkbox"/>	Unsatisfactory

Plan implementation strategy

Implementation stages should be outlined in clear steps. At this point, you should also define who will be responsible for each stage of the preparation and implementation process. A plan should give clear directions about each activity.

The plan should include:

- ▶ the exact nature of the activity
- ▶ the outcomes and goals of the activity
- ▶ what needs to be done to prepare for the activity
- ▶ who needs to be involved in the process.

Define the nature of the activity

When the activity is recorded using specific and clear language, the preparation process will be easier to identify and follow. For instance, a group will each create a papier-mâché animal of their choice using balloons, glue and newspaper. The creations will be left to dry, and painted and decorated the following week.

This clear outline will enable you to write a series of steps that will take you closer to delivering the activity, because it sets clear parameters for what is expected of each person, and how the project will come about. Even though the idea is written briefly, it is clear that the activity will take place over two separate sessions, and outlines what basic materials are required.

Evaluation strategies

This step helps you to plan for the period following the activity, when it is necessary to determine whether the activity was successful and where improvements could be made. The best way to do this is to measure a person's responses and/or outputs against the goals or outcomes you have established for the activity.

Create clear procedures for evaluation, which all staff members can follow. This may be to ask participants to complete a survey, write down observations, such as participation levels during the activity, and record key outcomes of the activity.

Seek feedback

Another way to measure the success of an activity is to seek feedback from the staff and participants directly involved. For example, you may design a checklist for staff to complete after they have observed the person taking part in the activity or develop a list of questions that draw out information specific to the activity. In the case of the papier-mâché activity for the people recovering from strokes, you may ask the following questions.

Evaluation questions

Did the participants have enough time to complete the activity?

Did the participants enjoy the activity or did they show signs of distress?

Did the activity provide an achievable goal?

Was the length of time the activity took appropriate for the participants?

Example

Include implementation and evaluation strategies in the activity plan

Daisy supports people with dementia in a special unit. Daisy wants to introduce companion animals into the activity program. Her supervisor suggests that Daisy identify key outcomes and goals of the activity, and propose implementation and evaluation strategies for approval.

Daisy records the key goals and outcomes of the activity:

- ▶ Participants will engage with animals once a week in a safe and predictable environment.
- ▶ The animals will encourage interaction and social activity.
- ▶ The animals will create interest and diversion.
- ▶ Companion animals are known to have a calming effect on people with dementia.



Daisy records a brief description of the activity implementation:

- ▶ Participants will engage with animals every Friday morning from 9–11.00 am. The animals will be brought in by Pet Care Ltd. People will meet with the animals in the community garden, or in case of rain, in the hall.
- ▶ The activity will be supervised by Pet Care staff and two support workers and a volunteer, if one is available. Support workers must wash their hands before and after the activity.
- ▶ At 10.50 am, participants will be told that pets will be leaving in ten minutes to allow time for transition.
- ▶ At 11.00 am, pets will be taken back to the van. Participants will be supported to wash their hands before morning tea.

Example

Daisy outlines the evaluation strategies:

- ▶ Support workers and volunteers will monitor participants' engagement levels and enthusiasm during the activity and will record all observations during or after the activity.
- ▶ Support workers will ask participants questions, such as 'Are you enjoying the activity?' and will record the responses.
- ▶ Support workers will ask participants for feedback at the end of the activity.
- ▶ Support workers will monitor any changes in participants' behaviour or moods during or after the activity, and will document any observations.
- ▶ At the end of each month, the activity will be evaluated for effectiveness.

Practice task 12

1. Describe two implementation strategies you could develop when planning a health or leisure activity.

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2. Describe two evaluation strategies you could develop when planning a health or leisure activity.

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Click to complete Practice task 12

2F Develop plans to include activity modifications requirements

Activity plans should be flexible so that adjustments and modifications may be made if required. Many leisure and health services provide templates or frameworks for developing a plan. These often have additional sections that ask you to include modifications and requested activities.

Modify activities to meet a person's needs

Some people may not be able to participate in planned activities because of medical, cultural or other issues. These may include allergies to certain materials or foods provided in the program or physical disabilities that prevent the person from taking part in games. Principles of inclusion require that you plan to take these differences into consideration. If they have been overlooked in the planning phase, it is important that activities can be adapted.

Modifications that could be considered include:

- ▶ additional rest periods in case people become tired easily
- ▶ modifying activities for people with limited mobility, such as those who use a wheelchair
- ▶ meal options that take into account dietary restrictions or allergies
- ▶ alternative transport options where people have difficulty accessing venues
- ▶ replacement activities in case people become bored or uninterested.

Health and safety modifications

Leisure and health activities can take many different forms, but safety must always be a priority. Health and safety considerations related to planning should include a range of factors, including supervision, travel, weather, meals and abilities. For example, regular meal breaks should be built into programs, particularly when activities require physical exertion, or when the weather is very warm.



Sun safety is an important factor when planning outdoor activities. When organising games, sports or excursions, you must consider the time of day and the availability of shaded areas. Modifications may need to be made as the weather changes throughout the day.

Provide support to a diverse range of people and organisations

Australian society is made up of many diverse communities and cultures. When working in Australia, it is reasonable to expect that your role may involve working with people from diverse backgrounds. This is a chance for you to meet people you may not otherwise have the opportunity to meet; to learn about cultures you may not know anything about; and to gain an understanding of a wide range of traditions, customs,

languages, beliefs and ideals. It is also an opportunity to learn how to be more inclusive as you work with people from a different social or cultural background to your own.

To provide effective support to a diverse range of people, you need to master the basic skills and knowledge required to work well with people from diverse cultural and social backgrounds.

Some of these skills are listed here.

Basic skills for working with diverse people

- ▶ Understanding how your cultural background can affect the behaviour, beliefs and language skills of people you support and co-workers
- ▶ Knowing about Australian laws relating to equal opportunity
- ▶ Being aware of resources that exist in the community to support people from diverse cultural and social backgrounds
- ▶ Being prepared to enlist help and support from others as you do your job
- ▶ Using respectful and inclusive language and behaviours when dealing with people from various cultural and social backgrounds
- ▶ Showing understanding and tolerance towards others, and considering why they may be acting in a particular way
- ▶ Understanding the standards, policies and procedures related to the organisation and to the wider industry or sector in which you work

Key areas of diversity

‘Diversity’ includes all the ways in which people differ from each other. Here are some of the key areas of diversity and their characteristics. Consider how these characteristics are accommodated and acknowledged when planning and modifying activities.

Culture/race/ethnicity

Culture is the shared system of learned and shared values, beliefs and rules of conduct that make people behave in a certain way. It is the standard for perceiving, believing, evaluating and acting.

Race is a term applied to people purely because of the way they look. It is often difficult to say a person belongs to a specific race because there are so many individual variations (such as skin colour). All human beings belong to the human race.

An ethnic group is a distinct people with specific characteristics. People of the same ethnicity might share the same physical characteristics (skin colour or bloodline), linguistic characteristics (language or dialect), behavioural or cultural characteristics (religion or customs), and/or environmental characteristics (living in the same area).

Disability

The categories of disability include the following:

- ▶ Physical – affects a person’s mobility or dexterity
- ▶ Intellectual – affects a person’s abilities to learn
- ▶ Psychiatric – affects a person’s thinking processes
- ▶ Sensory – affects a person’s ability to hear or see
- ▶ Neurological – results in the loss of some bodily or mental functions

Also included are disabilities resulting from physical disfigurement or from the presence of organisms causing, or capable of causing, disease in the body.

Religious and spiritual beliefs

Religion is a specific set of organised beliefs and practices, focused on the belief in and worship of a god or gods. Religion is usually practised by a community or a group.

Spirituality is a broader concept than religion. It is more of an individual practice and has to do with having a sense of peace and purpose.

Gender identify

Gender identity refers to the gender-related identity, appearance or mannerisms or other gender-related characteristics of a person. This includes the way people express or present their gender and recognises that a person’s gender identity may be an identity other than male or female.

Terms commonly used to describe a person’s gender identity include trans, transgender and gender diverse. It does not matter what sex a person was assigned at birth or whether the person has undergone any medical intervention.

Intersexual status

Intersex status refers to people who have physical, hormonal or genetic features that are:

- ▶ neither wholly female nor wholly male
- ▶ a combination of female and male
- ▶ neither female nor male.

Being intersex is about having biological variations, not about gender identity. An intersex person may have the biological attributes of both sexes, or lack some of the biological attributes considered necessary to be defined as one or other sex.

Generational

Research shows that each generation approaches life and work in a different way, their unique attitudes, ambitions and world views being shaped by the social and historical events that they have lived through. Within Australia we have:

- ▶ The Silent Generation (ages 59 and older)
- ▶ The Baby Boomers (ages 41 to 58)
- ▶ Generation X (ages 24 to 40)
- ▶ Generation Y (age 23 and younger).

Sexual orientation

Sexual orientation means a person's sexual orientation towards:

- ▶ persons of the same sex
- ▶ persons of a different sex
- ▶ persons of the same sex and persons of a different sex.

Terms commonly used to describe a person's sexual orientation include gay, lesbian, homosexual, bisexual, straight and heterosexual. All of these groups are represented in Australian society.

Plan and organise modifications to meet a person's diverse needs

Plan activities to accommodate and meet the specific needs of participants. If people have diverse needs, such as language needs or diverse food preferences ensure that activities are modified to accommodate these needs and preferences.

Consult people and their carers or families about their specific needs during planning stages. Ensure that plans are flexible enough to accommodate changes.



Example

Develop plans to include activity modifications

The following examples demonstrate how activities could be modified to accommodate diverse needs.

Race/ethnicity

Ralph is Sudanese. He is reading books provided by the service. He is having trouble relating to the characters, because all the characters are white.

The support worker sources a range of books that feature characters from diverse backgrounds.

Language

Ali wants to join the cooking group. All the recipes are written in English. Ali's English is not great.

Harry, the support worker, organises for some of the recipe books to be translated. He also obtains books that are written in Arabic, and asks Ali to show other participants how to follow the recipe. Harry makes sure all his instructions are clear. He demonstrates all activities so that Ali has the opportunity to see how things are done, even if he can't understand the written instructions.

Disability

Jack uses a wheelchair and wants to join the weekly nature walk. Currently the route includes rough pathways, and steps.

The support worker reviews the route and plans a new route to accommodate wheelchair access.

Example

Gender identity

A women’s group has been set up for craft and art activities. Ron, who identifies as a woman, but is not transsexual, wants to join the activity.

The support worker ensures that all participants are welcome. She changes the name of the group to accommodate everyone.

Generational

Zoe has planned a hip hop activity for younger people who use the service. Trish is 65 and loves dancing. She wants to join the activity. Trish finds the music too loud, and requests new music.

Zoe includes quieter songs in the program.

Practice task 13

Read the case study, then complete the task that follows.

Case study

Three Syrian refugees have recently started using services delivered by your organisation. Their English is minimal. They practise Islam.

You have organised a cooking activity for all the service users. Describe how you would ensure the activity plan can be modified to accommodate diverse needs.

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Click to complete Practice task 13

2G Document resource adaptations, where appropriate

Plans should include suggestions and strategies to adapt resources according to specific needs. Your organisation may have procedures to document any adjustments you have made and their benefit to participants, or proposals for changes that will improve accessibility, safety or comfort of participants. By documenting when and why you have made adaptations to resources and equipment, you can plan future activities with these changes in mind.

Depending on the activity, adapting resources may involve:

- ▶ adjusting heights of tables to accommodate wheelchairs
- ▶ improving access to buildings with ramps
- ▶ replacing toxic craft materials with non-toxic ones for those with cognitive disabilities who may not use them correctly
- ▶ using additional aids, such as long-handled implements for picking up items, magnifying glasses or toilet rails
- ▶ providing large-print materials and books for people with vision impairments
- ▶ incorporating pictures into instructions and other resources
- ▶ using communication boards with pictures or translations for people with communication impairments or language barriers.

Document resource adaptations

Documenting resource adaptations is important from a legal and financial point of view. The organisation needs to know what money has been spent and why. Legally, you need to demonstrate that you have accommodated all needs when preparing an activity. Failure to accommodate diverse needs is a breach of anti-discrimination legislation, such as the *Anti-Discrimination Act 1977* (NSW). Documentation ensures the organisation is accountable.



Documentation is also important as a mode of communication between team members. Your team need to know what resources are available for the activity, where they are located, and any relevant specifications.

Organisational procedures and processes for documentation

Follow organisational procedures for documenting resource adaptations. You may need to document what changes were made and why, the cost of changes and how changes will be financed. You may need to obtain quotes if new resources are needed, and seek approval. You will need to resubmit the original activity plan with adaptations for approval.

The need for adaptations or changes that are made may also be recorded in the communication book.

Organisational procedures and protocols to consider when documenting resource adaptations are described below.

Documentation requirements

Use provided templates and forms.

Include accurate, concrete description of changes.

Document cost of changes and associated considerations.

Sign and date changes.

Seek supervision, or management approval.

Example

Document resource adaptations according to organisation procedures and processes

Darby works in an aged care facility. He knows that as the people’s health and cognitive abilities change, programs and activities need to be adjusted to accommodate changes. For example, Darby notices some people are having trouble reading the list of ingredients for making pancakes. He has not noticed this problem in the past. It seems to cause confusion and is taking away from the enjoyment of the activity.

After the activity is over, Darby notes in the daily journal that in future the text on any instructions for activities needs to be larger and well-spaced. Darby also suggests that participants who have difficulty reading be recommended for eye assessments.



Practice task 14

1. Why is it important to document adaptations made to resources?

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2. What organisational protocols and procedures should you follow when documenting changes?

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Click to complete Practice task 14

2H Ensure planned activities reflect accepted best practice

It is important that the planning procedures you use incorporate current industry best practice. Practices change and evolve over time with new research and input from industry professionals. For example, recent research is guiding the community care sector with regard to people who are socially isolated.

Organisational policies and procedures provide the framework for what your workplace considers to be best practice. You may attend training or conferences that teach or inform you about best practice strategies, and you may talk about best practice strategies in team meetings or within your network of service providers.



Best practice principles

When planning activities and programs, there are a number of best practice principles to consider, some of which are outlined below.

Best practice principles

- ▶ Using a person-centred approach to meet the needs of the individual, rather than of the service or staff
- ▶ Being inclusive of differences and diversity, including cultural background and disability
- ▶ Being flexible so plans can be modified during the implementation stage
- ▶ Acknowledging preferences and including their feedback in planning discussions
- ▶ Ensuring people are not discriminated against because of factors such as gender, disability, sexual preference, race or religion
- ▶ Avoiding activity topics that may cause offense to some service users, such as discussions about sex or religion
- ▶ Meeting organisational WHS requirements to protect the safety and wellbeing of all stakeholders at all times

Legal and safety requirements that relate to activities and programs

Services must deliver programs and support that meet legislative requirements that are relevant to the industry and type of service provided. These may include areas such as:

- ▶ building standards
- ▶ child protection and guardianship legislation
- ▶ discrimination and harassment
- ▶ freedom of information
- ▶ health records legislation
- ▶ mental health legislation
- ▶ work health and safety (WHS)
- ▶ poisons and therapeutics
- ▶ privacy legislation
- ▶ restrictive practices.

Work within statutory and legislative requirements

In any workplace, there is an expectation that you carry out your duties to the best of your ability within the requirements of your job description. Your position description may be a brief document that leaves room for growth and development of the position over time or it may be a complex and detailed document that describes precisely what your work duties are. It may include a description of the relevant statutory and legislative requirements of your job.

The *Aged Care Act 1997* (Cth) and the *Disability Act 2006* (Vic.) are examples of legislation specific to sub-sectors of the leisure and health industry that you may work in. You should be familiar with the requirements of relevant Acts and other industry-specific standards when providing any service to people.

The following are examples of how legislation may apply to different areas of work in the leisure and health sector.

Aged Care

If you work in an aged care setting, legislative requirements may include ensuring you meet the Quality Care Principles of the *Aged Care Act 1997* (Cth) and respecting a person's confidentiality and privacy in your use of personal records and other documents, as set out in the *Privacy Act 1988* (Cth).

Disability

If you work in an advocacy role, your supervisor may encourage you to develop a plain English version or a youth-focused version of documents related to the *Disability Discrimination Act 1992* (Cth).

Mental health services

If you work in the area of mental health services, you require a deeper understanding of how to refer a person during an acute psychiatric crisis, or who can order an involuntary treatment or hospitalisation of a person, as set out in state and territory mental health Acts, such as the *Mental Health Act 2007* (NSW).

Working with children

If you work with children, most states and territories require you to complete a Working with children check or similar; for example, in Victoria, this requirement is set out under the *Working with Children Act 2005* (Vic.)

Safety

You must always follow health and safety policies in your workplace, and have an obligation to report any hazards you notice in the workplace to your supervisor or a health and safety representative (HSR).

Example

Planned activities to reflect best practice

David supports people with disabilities. He is working on a group activity plan, which aims to increase employment skills. Activities include literacy activities, customer interaction activities, and work experience.

David’s supervisor, Linda, has asked David to review the plan against best practice principles. David presents the following outline of the plan to Linda for approval:

- ▶ Activities are inclusive: All needs have considered the physical, mental and emotional needs of all participants.
- ▶ Activities are safe: A risk assessment has been conducted for all activities and no risks were identified.
- ▶ Activities ensure confidentiality: All details obtained during activities will remain private and confidential.
- ▶ Activities are in line with organisational requirements: All activities reflect the values, philosophy and policies of the service.



Linda is satisfied that David has incorporated best practice principles into his plan. She asks for David to present an evaluation at the end of the first month.

Practice task 15

1. Outline the legal and safety requirements that relate to planning an activity program.

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2. Explain what best practice is in relation to planning activities.

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Click to complete Practice task 15

21 Document the activity plan according to organisation procedures and protocols

Once you have planned activities, you need to ensure they are documented appropriately, including who is involved, when the activity will occur, the resources required and the steps you have taken to ensure activities are safe for everyone involved.



Many services provide templates or frameworks for developing plans. Templates can help you ensure programs include activities that address each of the holistic areas. They often have additional sections that ask you to include cultural activities and activities requested by participants.

Document the activity plan

The activity plan must be appropriately documented, in a way others can understand. Use templates and forms provided to ensure consistency.

Maintain simple and clear language so your colleagues understand activity delivery. If you are not available when the activities are being delivered, your colleagues need to be able to refer to your documentation for guidance. For example, if you are engaging an external provider, you need to include the name and contact details of the provider so others can make contact if necessary.

You will also need to document the plan to seek approval. Funding, resources, staffing and legal and safety requirements need to be approved before activities can be delivered.

Ensure organisational requirements are followed when documenting the activity plan.

Document the following in your plan:

- ▶ Key goals and outcomes
- ▶ Safety requirements
- ▶ Legal requirements
- ▶ Implementation strategies
- ▶ Dates and times of activities
- ▶ Resources
- ▶ How modifications can be made
- ▶ Evaluation strategies
- ▶ Provider contact details
- ▶ Contingency plans
- ▶ Participant contact details

Example

Follow organisation procedures and protocols when documenting the activity plan

Here is an example of a program for people with physical and mild intellectual disabilities.

Time	Activity	Resources required
12.00–12.30 pm	Pottery – make your own clay animal Optional activity – oil painting	Clay, cutting boards, clay utensils Canvas, oil paints Protective aprons
12.30–1.30 pm	Current affairs discussion group: the Olympic Games	Set up chairs in a circle
1.30–2.30 pm	Lunch	Lunch to be ordered from the local cafe
2.30–3.30 pm	Olympic Games activity – clients make prize trophies	Cardboard Tin foil Ribbons Glues
3.30–4.00 pm	Gentle stretch exercises	Written instructions provided by physiotherapist CD player and meditation CD

Time	Possible modifications required	Evaluation strategies to be used
12.00–12.30 pm	Non-toxic water-based paints to be used rather than oil paints if this is more suited to client behaviours such as swallowing paints Adjust easel height where required for wheelchairs	Written questionnaire at end of session: Did you have enough time to complete the activity in the way you wanted to? Did you enjoy the activity? What would you rate the activity out of 10, if 10 is the best activity you could imagine?
12.30–1.30 pm	Spaces for wheelchairs need to be allowed in equal positions around the circles	
1.30–2.30 pm	Check for allergies or special diets before ordering	
2.30–3.30 pm	Provide additional assistance with glue and scissors where needed	
3.30–4.00 pm	Modify activities to arm exercises for clients with lower body paralysis	

Summary

1. Activity plans should be flexible so that adjustments and modifications may be made if required. You must ensure you are meeting a wide range of holistic needs.
2. It is good practice for a service to include participants in the decision-making process when planning activities.
3. When introducing new activities into the service or considering excursion options, it is important that you understand the requirements and limitations each option can present.
4. Good contingency plans can help you move between activities seamlessly when unexpected situations arise.
5. Evaluations are more effective when they are planned prior to the activity or excursion date, and included as one of the steps in implementing the activity.
6. Including a clear list of objectives in your plan shows what you hope to achieve.
7. Plans should include suggestions or strategies to adapt resources according to participants' specific needs, such as those related to disabilities or impairments.
8. Best practice principles change and evolve over time with new research and input from industry professionals.
9. When planning activities, you must consider safety, adhering to policies, collecting equipment and other operational requirements.

3. Identify three operational arrangements you could use for conducting an activity and assessing for feasibility.

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4. Describe how you can develop plans to include activity modifications required to meet a person's needs.

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5. Think of three resource adaptations you might need to make to a plan according to organisation procedures and protocols and describe how you would document these adaptations.

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6. Describe how you would ensure planned activities reflect best practice, and how the plan would be documented according to organisation procedures and protocols.

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Part B

Read the case study, then answer the questions that follow.

Case study

Maya is Kenyan. She is 51. She speaks only a small amount of English. Maya moved to Sydney with her three teenage children. Her children have thrived well at school, but Maya has had difficulties fitting in with the community. She hasn't made friends, and finds the language barrier challenging when trying to complete basic tasks, such as getting money from the bank or going to the doctor. Maya spends most of her time alone when her children are at school. She asks them to do her shopping, and focuses her energy on tidying her house. Maya's community case worker, Tim, is keen to organise a health and leisure program for Maya to help her integrate into the community, to meet her basic needs.

Maya is also overweight, and is having difficulty with her eyesight. Maya likes singing and traditional African dance.

1. Identify three activities Maya could engage with that support her diverse needs, and develop and document goals and outcomes for each activity.

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2. Discuss how cross-cultural communication, negotiation and facilitation can be used when working with Maya.

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Topic 3

In this topic you will learn how to:

3A Devise and implement strategies to obtain and utilise resources

3B Make submissions to potential sources in accordance with relevant guidelines

3C Evaluate, select and arrange suitable locations for program implementation

3D Identify a range of leisure and recreation options and experiences

3E Identify components of an activity relevant to the abilities of the person

3F Modify and adapt activities to meet a person's needs, where necessary

3G Conduct resource audit

Identify and obtain required resources

Resources are the human, financial and physical requirements necessary to plan and implement programs or activities. For some activities, putting plans into action will be a relatively simple process. Some activities will involve only unpacking existing resources and supervising people through the activity. Other activities need significant prior attention paid to resource collection and development. Outings require even more complex and thorough resource preparation in line with your organisation's policies.

3A Devise and implement strategies to obtain and utilise resources

You will perform your work role more efficiently if you consider the human, financial and physical resources you require ahead of time. You should write a list of what is needed so the task or activity can be undertaken safely and efficiently.

The resources you choose will depend upon factors such as:

- ▶ the task or activity you will be undertaking
- ▶ requirements for ensuring the task is performed safely
- ▶ your organisation's policies and procedures
- ▶ the number of people participating and their age groups
- ▶ whether resources are readily available or difficult to obtain
- ▶ the training you have received in using the resources
- ▶ the cost to the organisation of using the resources.

Types of resources

Main categories of resources you need to consider are outlined below.



Human

Human resources include staffing, volunteers and family members. Human resources are often the biggest proportion of the program's budget. Activities that require additional supervision may be deemed unviable because of the cost. However, volunteers can provide invaluable assistance. They can be sought by:

- ▶ requesting volunteers from a database used by the organisation
- ▶ advertising for volunteers in the local paper, newsletters or community radio
- ▶ checking internet listings of people who would like to volunteer.



Financial

An organisation's financial resources may include program fees, deposits paid for group bookings for outings, funding and grants, donations, profits from the sale of handmade items and interest from investments.

In some cases, people are asked to contribute towards the cost of activities on top of the service fee they already pay. Ideas for activities and outings may therefore be limited not only by organisational budgets, but also by considering whether additional costs are reasonable for people to pay.



Physical

You need to consider what physical items and equipment you require to support the activity. Physical resources include:

- ▶ materials necessary for the activity, such as sporting or craft equipment
- ▶ aids and equipment to support individual people with disabilities
- ▶ food and drink
- ▶ administrative tools and documents (such as procedure manuals and templates)
- ▶ the buildings and environment in which the activities take place
- ▶ computers and other technology
- ▶ transport.

Obtain physical resources

When planning activities, your aim should be to provide interesting, diverse resources that stimulate and encourage participation and meet a wide range of holistic needs. Many activities require items such as craft materials, sporting equipment or music, just to name a few examples.

Physical items may be sourced from:

- ▶ the organisation's leisure and recreation department or storeroom
- ▶ participants and their families, who can be encouraged to bring in games, newspapers and recyclable materials for crafts
- ▶ wholesalers and retailers
- ▶ recycled goods donated or collected from other sources.

Obtain financial resources

Funding and grants to assist with the program, staff and resource costs may be available through government departments and agencies or philanthropic trusts. Senior members of staff may occasionally ask you to help source financial assistance for programs and activities, such as asking local businesses for donations for fundraising activities.

Address shortages

You need to manage shortages of the physical items needed to perform your work tasks.

Methods of addressing shortages may include:

- ▶ telling a supervisor that items need to be replenished prior to the next session
- ▶ informing management that there is inadequate equipment to meet needs or suggesting improvements or additions
- ▶ ordering more supplies yourself when possible, such as by making entries in reorder books for stationery supplies.

Prepare resources

Being well-prepared reduces the chance of problems occurring on the day of the activity. Collect resources at least a week ahead of schedule to ensure all necessary equipment and resources are available. This stage of preparing for an activity should be outlined in your activity plan.

Some considerations are explained below.

Activities

Depending on the activity, preparation for activities may involve:

- ▶ ordering and purchasing resources
- ▶ picking up or collecting resources
- ▶ doing a 'run through' of the activity yourself so you understand what it involves
- ▶ making any necessary adjustments to activities to meet individual needs
- ▶ completing a risk assessment or hazard identification checklist
- ▶ setting up the resources or equipment for the participants.

Outings

For outings, preparation may include:

- ▶ sourcing additional staff and volunteers
- ▶ distributing and collecting parent or guardian permission forms where required
- ▶ preparing information sheets for people and families
- ▶ calling or emailing venue organisers and bus companies to confirm bookings
- ▶ updating emergency contact details and medical needs
- ▶ collecting first-aid supplies, including prescribed medications or emergency treatments.

Example	Devise and implement strategies to obtain and utilise resources	
	Activity: Papier-mâché animals	
	Number of participants: 12	
	Date resources to be collected: 24 June 2016	
	Equipment required	How will it be sourced?
	A packet of 24 balloons	Needs to be purchased from supermarket
	Newspapers Egg cartons (to create animal ears)	Parents will be asked to bring in old newspapers and egg cartons in the weeks leading up to the activity. A request will be placed in the program newsletter.
	Glue (two large pots) Glitter (three small vials) Non-toxic paints in several colours	Need to be ordered from art supplier
Brushes	We can use the existing brushes in the art room if they are returned when finished	
Cartoon photos of animals to give children ideas	Need to be sourced from the internet and printed onto coloured A4 sheets	

Practice task 17

1. Why is it important to prepare resources?

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2. Provide an example of a physical resource and how you would obtain it.

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3. Provide an example of a human resource and how you would obtain it.

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4. Provide an example of a financial resource and how you would obtain it.

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Click to complete Practice task 17

3B Make submissions to potential sources in accordance with relevant guidelines

Some resources may be more difficult to obtain than others, either because they cost more or because they are not readily available.

Examples of resources difficult to obtain

Funding for equipment and program

Expensive equipment

Marketing materials and advertising costs

Transport

Rent and utility costs

Source potential financial resources

There are two steps involved in obtaining funding for your program: sourcing potential financial resources and making submissions. The quality of services and programs run by your organisation can be severely affected by shortages of funds. You may gain agreement for ongoing financial assistance or a one-off grant by writing submissions or requests for additional resources to fund new equipment or programs.

The following are potential sources of funds.

Franchise operators of your organisation

- ▶ If you work for a division of a large private or not-for-profit organisation, submissions for additional funding can be made according to policies and procedures, such as developing program proposals and written submissions for program and activity funding using standard organisational templates.

Local grants and awards

- ▶ Grants are usually advertised via websites, with materials available through council offices. These grants target specific demographics or community goals, such as encouraging cultural diversity. Some charitable work organisations such as Rotary can also delegate funds. Applications are generally made by applying directly to the organisation or council.

Funding bodies in government departments

- ▶ Grants and funding sources are sometimes advertised on federal government websites such as the Department of Health, Department of Human Services and the Department of Social Services, or via various state or territory government portals. Detailed instructions for downloading and completing applications are available on the websites.

Private benefactors or donors

- ▶ Promoting the goals of your organisation via radio, television or print media can attract interest. Some companies and individuals provide funding or donations for causes such as health promotion and recreation for youth. This information can be sourced through magazines, internet directories, company websites and charitable organisations.

Private fundraising

- ▶ Fundraising and collecting donations is a common way for not-for-profit and other community services organisations to raise funds for programs. Examples include direct appeals such as doorknocking, raffles and fetes. Permits are often required to raise funds from the community in this way.

Funding for specialised needs

- ▶ Specialised needs include those relating to physical disabilities and learning impairments may mean that your organisation seeks assistance from health and education professionals, government departments and other community services; for example, many states and territories have an Aids and Equipment program.

Make submissions

Applying for grants and other forms of financial assistance is usually a formal process, and varies depending on the provider's requirements. Always refer to instructions and restrictions provided with grant details before making submissions. Some grants require you to apply using specific templates or forms. If possible, contact the grant provider directly to discuss your proposal's suitability and ask for tips for developing your application. Alternatively, you may be able to contact a freelance writer who specialises in grants submissions for major grants or ongoing funding.

Other requirements include checking that:

- ▶ your program meets the terms and criteria of the grant (for example, relating to the program's size, target group and use of funds)
- ▶ you meet submission deadlines
- ▶ you include any attachments, such as proof of income and expenditure, as stated in the instructions
- ▶ you use clear, precise expression and correct grammar when completing the application.

Example	Grant proposal template
	Grant proposal
	Proposal summary:
	Organisation description:
	Background:
	Project description:
	Project time line:
Budget:	

Practice task 18

1. How would you source funding from your local organisation?

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2. How would you source funding from local grants?

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3. How would you source government funding?

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4. How would you source funding from the public?

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Click to complete Practice task 18

3C Evaluate, select and arrange suitable locations for program implementation

The location or venue of specific activities is very likely to have an effect on the success of programs. Space limitations can reduce the ability of people to participate safely and effectively in activities of all kinds.

Whether you are hiring indoor or outdoor spaces or using the organisation's existing facilities, you must give careful consideration to a number of factors related to the specific activity and a person's needs. Venues can sometimes be fully booked well in advance, so planning ahead of time is often critical to the implementation of particular activities.



Evaluate suitable locations for program implementation

The pros and cons of each location option can be determined through consultation with venue operators, program staff and people. Note that verbal or written information about facilities can sometimes be inaccurate, and specific requirements can be misunderstood. Wherever possible, it is important to view potential venues in person so you can properly evaluate the advantages and disadvantages of each option.

Consider the following factors when evaluating spaces.

Factors to consider

- ▶ Costs of room or venue hire in relation to the funds available
- ▶ Additional costs such as public liability insurance
- ▶ Potential risks in the environment such as slippery floor surfaces, proximity to traffic or electrical hazards
- ▶ Safety and access features appropriate to the person's demographic, such as smoke alarms, coded door locks and wheelchair accessibility
- ▶ Dimensions of the environment in relation to the activity; for example, badminton can be played in a smaller area of a care facility than lawn bowls
- ▶ The resources and equipment available, such as kitchens and sporting equipment
- ▶ Noise levels, lighting and other environmental factors relevant to a person's needs and the type of activity
- ▶ Permissions/licences required to use the venue
- ▶ Availability of a nearby or convenient alternative in case of bad weather
- ▶ Cancellation policies for the venue or location if hired

Book program venues

Before booking a venue, always obtain details such as costs and whether deposits are required. Seek confirmation of venue bookings and receipts for payments in written form. Information about additional insurance requirements, permits and licences can usually be sought from venue staff or from relevant local council officers.

Here are the steps involved in the booking process.

The venue booking process

Research and evaluate the benefits of each option before making a final decision in consultation with relevant stakeholders.

Request and release funds to pay for venue hire and sundry costs according to organisational procedures.

Obtain and file relevant documentation, including receipts for deposit.

Liaise with venue organisers to ensure all processes are followed and special needs, such as dietary and access requirements, will be met.

Confirm all arrangements a few days before the program date.

Example

Evaluate, select and arrange suitable locations from program implementation

Several members of a youth group have suggested an outing to the beach. Leanne, the recreational officer, talks to the young people about the risks that could be involved in this activity. She explains that some members of the group would need very close assistance due to their different swimming abilities, and that the surf can be quite dangerous.

She suggests instead that swimming in a shallow pool at the local sports centre might be a safer option because the location is enclosed and more heavily supervised by lifeguards. The young people agree that this is a good alternative, and the outing is planned for two weeks' time.



Practice task 19

1. What is the process for booking a venue?

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2. Think of one activity you could provide people you support. What locations could be suitable for this activity?

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3. If possible, visit one location where an activity could be run. Practice evaluating the location. Make some notes about the location evaluation here.

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Click to complete Practice task 19

3D Identify a range of leisure and recreation options and experiences

When making recreation or activity choices, it is important to consider the overall experience of the participants. How will the participants benefit from this activity? The needs of the group will dictate the activity and shape the experience.

Some examples of different groups and leisure options are listed below.

Youth groups

- ▶ Excursion to an activity of interest such as a bowling alley or swimming pool. The benefit is that the group chooses the activity, which will increase the participation and enjoyment level.

Children with autism

- ▶ Animal companions enable non-judgmental interaction/acceptance. The activity of sponge painting is an enjoyable form of self-expression.

Older people

- ▶ An excursion to a local garden show provides a relaxing outdoor environment. Classes in email and social media provide them with a connection to distant relatives and friends.

People with dementia

- ▶ Scrapbooking with photos and notes about the memory. The activity must have meaning to the participants, be simple and unhurried. This type of activity provides relaxation and pleasure.

Young children

- ▶ Craft, board games, reading and cooking are all appropriate activities for young children. The experiential benefits are having fun while learning.

Cultural groups

- ▶ Excursion to a cafe or restaurant serving meals of a specific culture. This activity provides a reconnection with people's culture and social interaction with others of the same culture.

Plan activities for different groups

It is important to remember that, ultimately, you want the participants' experience to be the best it can be and for them to get the most out of the activity. This often means evaluating and adjusting the program as you go to meet the changing needs of the group.

Here are some considerations when planning activities with children and for people with dementia.

Young children

Play is an important factor. A fun, stimulating environment encourages healthy physical and emotional growth and development. Play also helps children to learn and increases brain development. Allow for solitary play, providing children time and space to be alone to follow their unique interests.

People with dementia

When planning activities for people with dementia, it is important that the activities are appropriate and that you do not degrade them by engaging them in children's activities. The experience should be respectful and you should adjust the activities to the individual's abilities and interests.

Example

Identify a range of leisure and recreation options and experiences

Paige is organising an activity program for people with dementia. The people she supports have a range of needs. Some people have more capacity for memory than others. Some have language needs. Some require close supervision to complete a task.

Paige wants to provide a range of passive and active activities to ensure different needs are met. Her program includes:

- ▶ art and craft activities
- ▶ scrapbooking
- ▶ storytelling
- ▶ music classes
- ▶ music therapy
- ▶ nature walks
- ▶ yoga
- ▶ tai chi
- ▶ aqua aerobics.

Practice task 20

Read the case study, then complete the task that follows.

Case study

Your organisation supports young people with physical and intellectual disabilities. Three young people are on the autism spectrum. One uses a wheelchair. One is nonverbal. Two people experience anxiety.

Suggest a range of at least five different activities and experiences that could be planned to meet the needs of the group.

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Click to complete Practice task 20

3E Identify components of an activity relevant to the abilities of the person

People who can perform certain parts of tasks but not others may benefit from using aids or equipment to assist them to complete the task or activity without help. Isolating the components of an activity that the person is able to perform unassisted and those they cannot will help you identify how the person may be assisted without affecting their independence.

People may have difficulty with tasks that involve:

- ▶ mobility
- ▶ fine motor skills and dexterity to perform smaller actions with their fingers
- ▶ reading or understanding information, due to vision impairments or cognitive difficulties
- ▶ speech and communication, due to disability or language differences.

Example

Identify components of the program relevant to a person's abilities



Renee supports a women's group with drug and alcohol counselling and rehabilitation. Renee has organised for participants to host a fundraising movie night, where friends and family are invited to the park to watch a movie.

During preparation of the activity, Renee notices that Suze, one of the women she supports, appears very stressed. When she asks Suze what is going on, Suze explains that she

doesn't like big crowds, and it triggers panic attacks.

Renee suggests that Suze help set up for the event, but takes a backseat when the event begins.



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Practice task 21

Read the case study, then complete the task that follows.

Case study

Ross supports older people with a range of abilities. Ross is planning a weekly outing to the beach to help improve the group's fitness, and increase their vitamin D exposure. Dan and Alana have expressed a desire to swim in the ocean, but Ross is concerned that not all people will be comfortable swimming.

Victoria and Marshall have been requesting a visit to a local café. Raj is interested in nature and conservation. Victoria has mobility issues. She requires a walking frame. Raj has dementia. Dan experiences epilepsy.

Identify components of the outing that are relevant to different people.

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[Click to complete Practice task 21](#)

3F Modify and adapt activities to meet a person's needs

It is important that the activities you provide suit a range of needs specific to the group. Address needs in your plan. You may also need to adjust activities to accommodate needs once the program has been implemented.

Modifications include:

- ▶ providing aids and equipment to meet mobility, hearing and visual special needs
- ▶ providing large text or magnification equipment for those who require support with reading
- ▶ providing language and translation services for those who face communication barriers
- ▶ ensuring the location is wheelchair accessible
- ▶ removing sharps if the person is at risk of injury
- ▶ shortening or lengthening activities to accommodate needs.

Physical aids or equipment

People with disabilities can participate more fully in programs when specialised aids and equipment are supplied and used correctly. Aids and equipment are a positive way to overcome barriers and maintain independence. When a person can perform an activity independently, they have a greater scope for participation.

Physical aids may include:

- ▶ mobility aids; for example, wheelchairs and leg braces for people with physical disabilities
- ▶ living aids; for example, large switches adapted to everyday appliances for people with reduced fine motor skills
- ▶ communication aids; for example, electronic speech output devices, word boards and picture boards for people with speech or language difficulties
- ▶ sensory aids; for example, hearing aids, glasses or large-print books for people with hearing or vision loss

Example

Modify and adapt activities to meet needse

An activity program directed at people with physical disabilities includes spending time on the computer learning to use email and the internet. Glenys, who has cerebral palsy, is having difficulty pressing the keys on the keyboard, although she understands the processes and steps involved in accessing the internet. The activities officer researches some options for adapted computer equipment for people with disabilities. A large, soft-touch keyboard and an oversized mouse are purchased for the service. Glenys finds this equipment much easier to use.



Practice task 22

1. Identify how you could adjust a scrapbook-making activity to suit the needs of a person with vision impairment.

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2. Identify how you could adjust an aquatic activity to suit the needs of a person who uses a wheelchair.

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3. Identify how you could adjust a music activity to suit the needs of a person who is hearing impaired.

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Click to complete Practice task 22

3G Conduct resource audit

Budget and financial considerations are very real constraints in many leisure and health programs. For example, budgets will determine the number and types of outings that people might attend; the types of technology, games and play equipment available; and the maintenance of broken equipment.

To 'audit' means to account for, or to assess what is currently available or being done against an ideal. Your resource audit not only counts resources, but also examines how effectively they are being used within the organisation.



Determine usage and needs

A resource audit can help you to determine whether resource allocation and spending is efficient and beneficial. It can also help you determine future purchasing needs, predict opportunities for improvements to resources and make decisions about resource budgets.

Here are some of the broader questions you may ask about resources and equipment.

Benefits and disadvantages of the resource options

- ▶ What are the best things about this choice? What is not so good?
- ▶ Does the quantity or size of the resources purchased pose difficulties for storage or budget?

Costs and availability of resources

- ▶ Is the cost of the resource justified in terms of frequency of use and enjoyment?
- ▶ Is there a more cost-efficient way to supply this resource and achieve the same benefits?

Safety concerns

- ▶ Is this a safe option?
- ▶ How likely is it that someone might be injured by this resource?
- ▶ Is there adequate supervision available to make this option safe?

Example

Resource audit

Ayesha has been asked to undertake an audit of the reading materials available in the program she works for. She finds that the service subscribes to two magazines, but observations and a survey of participants finds that only one of these magazines is read on a regular basis. Ayesha talks to the participants and determines that this money would be better spent on updating the service's library of fiction.

Practice task 23

1. What is the reason for conducting an audit?

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2. What factors should you assess during the audit?

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Click to complete Practice task 23

Summary

1. Resources are the human, financial and physical requirements necessary to plan and implement a program or activity.
2. Your work role is likely to be performed more efficiently when you have considered the resources you will require ahead of time.
3. When planning activities, your aim should be to provide interesting, diverse resources that stimulate and encourage participation and a wide range of holistic needs.
4. Some resources are more difficult to obtain than others because they cost more to purchase or are not readily available.
5. You may gain agreement for ongoing financial assistance or a one-off grant by writing submissions or requests for additional resources to fund new equipment or programs.
6. Whether you are hiring spaces or using the organisation’s existing facilities, you must give careful consideration to the specific activity and needs.
7. Wherever possible, view potential program locations in person when evaluating the advantages and disadvantages of each option.
8. People who can perform certain parts of tasks but not others may benefit from aids or equipment to assist them to complete the task or activity without help.
9. A resource audit can help you to determine whether resource allocation and spending is efficient and beneficial; predict opportunities for improvements to resources; and make decisions about resource budgets.

Learning checkpoint 3

Identify and obtain required resources

This learning checkpoint allows you to review your skills and knowledge in identifying and obtaining resources

Part A

1. Identify six human, financial and physical resources you might need to obtain, and which strategies you could use to obtain them.

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2. Identify three funding sources you could use to obtain resources.

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3. Describe the process of making a submission to a potential source, in accordance with relevant guidelines, where required resources are not readily available.

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4. Describe the process of evaluating, selecting and arranging suitable locations for program implementation.

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5. What is a resource audit, and what can it achieve?

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Part B

Read the case study, then answer the questions that follow.

Case study

Max works for a weekend respite service that supports people with disabilities. It is the beginning of the year, and Max is involved in developing the activity program for the next few months. The program has a range of activities to meet a range of needs. One person the program supports uses a wheelchair; two people are nonverbal; one person has epilepsy, which is triggered by bright lights or loud sounds; and one person has a codeine allergy.

The first activity planned is a trip to the zoo. All people supported by the program are planning to attend.

1. Describe how the facilities, equipment and resources, including individualised plans and equipment or resources outlined in the plan, will be used on this outing.

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2. Why would it be useful for Max to visit the outing venue before taking the group?

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3. Identify components of the activity relevant to the abilities of the group.

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4. Identify one way Max may need to modify and adapt activities to meet needs.

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5. Identify two other leisure and recreation options and experiences suitable to the needs of the people Max supports.

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Topic 4

In this topic you will learn how to:

- 4A Identify potential program users to achieve maximum response**

- 4B Evaluate effectiveness of promotional activities and make changes as indicated by response**

- 4C Develop motivational strategies to maximise a person's participation**

- 4D Evaluate effectiveness of motivational strategies and amendment**

Promote activity or program

Promotion and marketing are just as important to the not-for-profit sector as they are to commercial enterprises. In community services settings, funding from state and federal government sources is often linked to the viability or levels of a person's interest in programs and services. From an organisational perspective, it is considered inefficient to spend money on programs that do not attract reasonable numbers of people, no matter how well they are run. Promotion can take many forms, from word of mouth to television or radio advertising. It is important to know the best way to direct promotional efforts, so the maximum numbers of participants who meet program criteria are reached.

4A Identify potential program users to achieve maximum response

In funding and viability terms, the success of many leisure and health programs is measured by the number of the participants it attracts. Programs that are not well-attended can attract less funding and fewer resources, and may not be considered for renewal by the organisation. Certain types of programs work more effectively when all places are consistently filled, particularly when they involve sports or other team or group work. Understanding the target audience for your program, and targeting promotional information at these groups, can help you to maintain high levels of attendance to meet the organisation's needs.



Identify potential program users

You need to identify your target audience and then consider the best way to reach it. Your budget constraints will also impact the methods you use.

Here are some demographics common to different types of services, with potential marketing targets and methods.

Day and respite services

The target demographic may include older people who live in the community, people with dementia cared for by families, people with intellectual disabilities and people from specific cultural groups.

Marketing could occur via:

- ▶ community radio
- ▶ print media distributed to doctors' offices, government departments and libraries.

Dementia services

The target demographic is people with dementia who live in the community or in residential services and their carers.

Marketing could occur via:

- ▶ the websites of Dementia Help or aged care facilities
- ▶ print media distributed to aged care homes, the Department of Community Services and doctors' offices
- ▶ community radio.

Disability services

The target demographic is people with physical, sensory, developmental and intellectual disabilities from a range of age groups and living environments.

Marketing could occur via:

- ▶ the Disability Services website
- ▶ print media distributed to rehabilitation services, physiotherapists and doctors' offices
- ▶ community radio.

Mental health

The target demographic may include people with mental illness, people who live in the community and/or access mental health services, and people who are inpatients in acute settings.

Marketing could occur via:

- ▶ the Beyond Blue and Department of Health websites
- ▶ print media distributed to the Mental Health Unit, Department of Community Services and doctors' offices
- ▶ community radio.

Palliative care

The target demographic is people experiencing terminal illness, living at home, in hospices or in hospitals.

Marketing could occur via:

- ▶ the Palliative Care Australia, Department of Health and doctors' websites
- ▶ print media distributed to doctors' offices and hospitals
- ▶ community radio.

Rehabilitation and hospital-based units

The target demographic is rehabilitation centre and hospital inpatients of all ages who are recovering from illness, surgery or accidents.

Marketing could occur via:

- ▶ print media distributed to rehabilitation services, physiotherapists, occupational therapists and doctors' offices
- ▶ community radio.

Residential aged care and retirement villages

The target demographic is older people who live in residential care facilities or independent older people living in retirement villages.

Marketing could occur via:

- ▶ relevant government departments' websites
- ▶ print media distributed to rehabilitation services, aged care facilities or retirement facilities as appropriate.

Youth programs

The target demographic is youths from a range of backgrounds and with a range of life experiences.

Marketing could occur via:

- ▶ the Homeless Forum, ESL support websites and Facebook pages
- ▶ print media distributed to the Homeless Support Services, St Vincent de Paul (Vinnies), the Crisis Help Network and the Drug and Alcohol Network.

Promotional materials

Whichever method you choose to market your program, you must remember to design your promotion for the target audience. Community leaders can be a valuable resource when considering how to target your group, as they live in the community and can provide you with an 'inside' look at the community. These leaders can also be invaluable for word-of-mouth promotion.

Consider the following factors when developing and distributing materials.

Producing professional materials

- ▶ Print material such as flyers, pamphlets, print advertisements and posters must connect to your target audience. Your promotional material must be professional. Engage a graphic designer if possible. Ensure your literacy skills are adequate when producing materials, and seek help from your supervisor if you feel you need it.

Working with a limited budget

If you have a limited budget, and must design the material yourself, consider the following examples:

- ▶ If you are targeting older people, consider using slightly larger print.
- ▶ Bright colours and simple images will appeal to young demographics.

Keep it simple – what to include

- ▶ Where and when – the location and the time and date of sessions
- ▶ Why – the benefits of the program
- ▶ How much – what the fees are, or if the program is free
- ▶ Contact number and website

Translating materials

- ▶ You may need to engage qualified translators and cultural interpreters to design culturally-specific promotional products in languages other than English, to ensure your promotion reaches the right people in the community. You can seek advice from your cultural associations.

Distributing information

- ▶ Understanding the demographic features of target groups can help you use financial resources wisely. For example, independent older people who live in a retirement village may be more likely to listen to a radio station that targets this age group. Remember, too, that carers and family members are likely to respond to your promotional efforts.

Example

Identify potential users, and design and distribute information

Jenny is responsible for designing and promoting a leisure and health program for Indigenous Australian youths in her country town. She is keen to promote the activity to the Indigenous community, and considers a range of options. One of her strategies includes contacting the local radio station and talking to the representative about the benefits of the program. The next day, the station broadcasts a 10-minute overview of the program, including the dates and times of programs and enrolment details. The program fills quickly, as the media exposure also expands into word-of-mouth throughout the community.



Practice task 24

1. What do you need to consider when developing and distributing promotional materials about activities?

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2. What marketing strategies could you use if marketing a program for a day or respite service?

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3. Who is the target demographic if you are marketing youth programs?

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Click to complete Practice task 24

4B Evaluate effectiveness of promotional activities and make changes

By evaluating promotional activities you can see where improvements are needed and what adjustments must be made to future promotions for your program. First, you need to establish evaluation criteria.

When establishing evaluation criteria, it is vital to be very clear in what you are trying to find out. What is the object of the evaluation? What will the results be used for? Once you know this, you can determine what issues you need to gather information about.

When reviewing feedback, you might ask the following questions:

- ▶ Did we reach our objectives in terms of participant numbers or backgrounds being attracted to the program?
- ▶ What attracted people to the program, according to participant feedback?
- ▶ Does our promotional material reflect these positive factors?
- ▶ Was the amount spent on each type of promotion justified, given the number of participants it attracted?

Evaluate effectiveness of promotional activities

A successful evaluation requires you to identify promotional successes and failures using the most accurate methods you can find. In this way, the impact of poor promotional choices is decreased, both on your budget and your program numbers.

To do this effectively, you should have in place a system for determining how participants or potential participants have sought out your organisation. For example, you may include a section on enrolment or expression-of-interest forms that ask the person to identify where they heard about the program. Initial contact made with participants via the phone or in person may also follow consistent procedures that ask about how the person was motivated to make contact.



Make changes as indicated by response to promotion

The next step is to suggest actions to correct the problems found within the evaluation, to inform promotion of future programs. This may include reporting your findings over a period such as a month or six months. It may include redesigning pamphlets or brochures, or redistributing advertising through other forms of media; for example, advertising in the local paper instead of posting flyers at local gyms and swimming pools.



4C Develop motivational strategies to maximise participation

Motivation is the drive or force that keeps people returning to programs, and to participate in a meaningful way while they are there. Frequently reminding participants about the benefits of programs (for example, weight loss through exercise) can be useful if this is important to the person. There are two basic types of motivation: intrinsic and extrinsic. Using a mix of both types can help people enjoy programs more and look forward to the benefits they can bring.



Motivational strategies

Intrinsic motivation comes from inside the person. Extrinsic motivation comes from outside the person. Intrinsic motivation is the most effective form of sustaining interest for a longer period: when the person is intrinsically motivated, the enjoyment or satisfaction derived from the activity or program itself is its own reward.

Here is some further information about intrinsic and extrinsic motivation.

Intrinsic

Adjusting the level of complexity of activities depending on the person's abilities is important to intrinsic motivation. Setting tasks that are too challenging can set the person up for failure; and setting tasks that are not challenging enough can become boring and repetitive.

Extrinsic

Extrinsic motivation requires an external reward or benefit to be gained by participating in an activity or completing a task. The reward may be as simple as experiencing enjoyment from an activity or be more specific, such as losing weight.

Take a person-centred approach

While encouragement can be useful, it is not acceptable to force a person to take part in an activity they do not enjoy. Individual interests need to be catered for wherever possible by allowing flexibility and offering alternative activities for participants that meet their stated interests.

Here are two ways to take a person-centred approach.

Provide opportunities for contribution

- ▶ It is important to provide people with opportunities to contribute ideas and make suggestions about the types of activities that your program runs, and for you to incorporate these ideas when possible, even if they have to be adjusted somewhat to make them feasible.

Provide reassurance

- ▶ People who feel unmotivated because of negative feelings such as fear or anxiety can often be assisted to work through these by talking to you about what is worrying them. Provide realistic reassurance where possible, but remember not to force a person to take part in an activity, even if you think their concerns are unfounded.

Use praise and reward

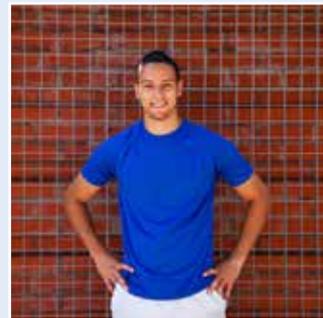
When used appropriately, praise can have a positive effect on a participant’s intrinsic motive. Praise instils confidence in a person’s abilities and increases their enthusiasm for a task. Verbal praise can be provided during and after an activity, by pointing out the person’s approach or results. If used effusively, however, most people will find praise becomes less meaningful, and it will no longer have the desired effect.

Some programs reward participants by recognising their achievements. Rewards should be appropriate to the age of the person. Examples include ribbons, gold stars, certificates and merit badges for good sportsmanship or personal achievement. Non-tangible examples include allowing the winner of a game to choose the next activity.

Example

Develop motivational strategies to maximise participation

Peter helps run a physical activity program for older people. He knows that introducing competitiveness can be motivating, but that it must be done carefully, because for some people it can be a de-motivator. For example, some older people find ball games enjoyable, but dislike competitiveness if the game produces a winner. When Peter is running games that have a winner, he ensures all participants have equal chance of reaching this achievement, so resentment or lack of confidence does not reduce interest in further sessions. He does this by increasing the number of winners, or by distributing players into different groups according to their levels of ability and confidence.



Practice task 26

1. What is the difference between intrinsic and extrinsic motivation?

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2. Describe one way you could motivate people who are demonstrating lack of interest in an activity or who are not attending sessions.

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Click to complete Practice task 26

4D Evaluate effectiveness of motivational strategies and amendment

Gathering feedback from people about their reasons for participating in programs can help you understand what motivates them, and amend motivational strategies accordingly. As explained below, feedback can be gathered by talking to people, distributing surveys or questionnaires, and observing reactions and behaviours during programs.

Talking with people

Ask questions relating to their feelings about an activity. Use a mix of open and closed questions such as, 'How do you feel now that you have completed that painting?' or 'Does it feel good to have played the game so well?' People often respond by telling you what has motivated them to complete the task, and may reveal additional information such as the need for more-complex activities to meet their skill level.

Surveys and questionnaires

Surveys and questionnaires that include specific open and closed questions about each task or activity can help you understand why people participate at current levels. You may request feedback about what the people would like included in the activity to increase motivation, such as competition or a reward. You can also ask what hasn't worked for the person during activities.

Observation

People may initially seem to enjoy a game of carpet bowls, for example, but over time you may notice that interest levels steadily drop. If you see the person's focus turn to talking to others, you may determine that it is the social aspect of the game that is motivating people to take part. As a result, you could provide additional incentive to socialise by putting people into teams, rather than playing individually.

Make changes to strategies

Depending on the person's feedback, you may need to make changes to the motivational strategies you are using. For instance, if people are not participating or engaging well with an activity, even when you encourage them, you may need to look at using more intrinsic forms of motivation.

Changes you could make are listed below.

Changing strategies

Increase motivation

You may need to increase the encouragement, praise and intrinsic motivation if people are not responding well.

Check suitability of activity

Ensure the activity is suitable for the person's needs and abilities and make adjustments.

Decrease extrinsic motivation

If you are using lots of praise and encouragement, and people are not responding, you may need to look at more intrinsic strategies.

Increase person involvement

If people feel decisions are being made for them, they can be demotivated. Involve the person in decision-making.

Adjust the activity

Engagement may be related to the activity itself. Ensure people are interested in the activity.

Example

Evaluate effectiveness of motivational strategies and make changes

Paulette is working with a group of young people with drug and alcohol issues. She is running an art group, and has set up the studio with canvases for painting on. Participants are asked to paint their feelings, using colours and textures.



Most participants are reluctant to engage with the activity. Paulette tries motivating the participants by saying they can leave early if they complete their artwork. Still no-one appears very engaged. When Paulette asks Sim why he's not interested in the activity, Sim says he doesn't even know how he feels. He thinks painting is boring. Paulette decides to ask the group what type of painting they'd be interested in. Sally says she likes street art, like graffiti. Paulette talks to management, and they assign a wall for the participants to paint in any way they choose. The activity is really popular, and when Paulette asks participants for feedback, they are genuinely excited and engaged in the activity, and want to do more.

Practice task 27

1. A group of people you are working with have shown lack of interest in the activity being delivered. How would you seek feedback about the motivational strategies you are using?

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2. What types of changes could you make to the motivational strategies you use?

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Click to complete Practice task 27

Summary

1. Promotion can take many forms, from word-of-mouth to television or radio advertising.
2. It is important to understand the best way to spend resources and direct promotional efforts so the maximum number of participants who meet program criteria are reached.
3. The layout and design of printed promotional materials such as flyers, pamphlets, print advertisements and posters must be specifically designed for the target audience.
4. Motivation is the drive or force that keeps people returning to programs, and to participate in a meaningful way while they are there. There are two basic types of motivation: intrinsic and extrinsic.
5. Gathering feedback from people about their reasons for participating in programs can help you to better understand what motivates participants and amend motivational strategies accordingly.

Learning checkpoint 4

Promote activity or program

This learning checkpoint allows you to review your skills and knowledge in promoting activity or program.

Part A

1. Identify three potential program users, and identify an appropriate method for promoting the program to each of these users.

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2. What considerations should you make when preparing promotional material?

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3. What considerations should you make when distributing promotional material?

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4. What methods could you use to evaluate the effectiveness of promotional material?

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5. Provide one example of a change you could make to promotional material in response to evaluation.

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Part B

Read the case study, then answer the questions that follow.

Case study

Arnold is 79. He lives in a residential aged care facility. Arnold has participated in music activities, sports and recreation, like lawn bowls, and relaxation activities like reading and storytelling.

In recent months, Arnold has been turning up late to activities or missing them altogether. Staff have reported that, during activities, Arnold appears very quiet and does not interact as much as he used to. Other behaviour of Arnold's makes Mary, Arnold's case worker, think that Arnold may have dementia. She organises an assessment, which confirms her suspicions. The activities need to be adjusted to meet Arnold's changing needs.

1. What motivational strategies could Mary use to maximise Arnold's motivation during activities?

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2. What strategies could Mary use to evaluate effectiveness of motivational strategies?

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3. What possible amendments could Mary make to strategies, based on the evaluation?

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Topic 5

In this topic you will learn how to:

- 5A Implement activities in accordance with program plan, guidelines and legislative requirements**

- 5B Provide participants with access to a range of activities**

- 5C Develop flexible implementation plans to suit a variety of contexts**

- 5D Adapt program to changing needs of participants**

- 5E Promptly address problems in delivery of activities**

- 5F Use effective facilitation techniques in the delivery of activities**

- 5G Develop and implement strategies to deal with behaviours of concern**

- 5H Monitor levels of participation and amend activities**

Deliver activity or program

Effective planning makes activities safer and more enjoyable for you and the people you work with. Once you have developed and refined these plans, it is time to put the plans into action. The implementation stage calls on you to maintain a high awareness of the safety and wellbeing of participants while they take part in activities. You must also be alert for, and adaptable to, changes in group dynamics and unexpected problems as they arise.

5A Implement activities in accordance with program plan, guidelines and legislative requirements

Program implementation refers to running activities or programs, and must be done by staff in reference to clear guidelines and requirements. Directives for safe and effective implementation can come from previously planned strategies, the organisation's policies and procedures, and from state and federal legislation.

Consider the following three factors when preparing for program implementation.

The importance of the program plan

- ▶ Your program plan will help guide staff in following the procedures and stages of program delivery. A well-designed plan saves time and reduces the risk of problems occurring during the implementation phase.

Providing clear information to participants

- ▶ Some people can become anxious when they are unclear about the program's progression or requirements. Understanding the stage of the activity will help people to participate more enthusiastically. It is also important to give clear information about activity rules.

Meeting safety requirements

- ▶ Safety must be your priority at all times. You must maintain the minimum level of supervision that was determined to be safe in the planning stages, and ensure contingencies are in place if staff are absent or volunteers are unable to attend.

Follow organisational guidelines

Organisational guidelines are usually set down in documents such as policy and procedures manuals, notices or written instructions.

They usually refer to areas including:

- ▶ work health and safety (WHS) procedures
- ▶ minimum supervision requirements
- ▶ managing challenging behaviours
- ▶ monitoring and evaluation procedures
- ▶ documentation requirements.

Duty of care

Duty of care refers to your responsibility to take reasonable care for the safety and wellbeing of a person, staff, volunteers and visitors under the *Work Health and Safety Act 2011* (Cth). This means acting in a way that protects others from foreseeable harm, and



working within the scope of your role at all times. For example, it is your duty of care to take appropriate steps if you notice that a piece of equipment is broken or otherwise unsafe, such as by removing the equipment from use immediately.

Implement activities in accordance with legislative requirements

In any workplace, there is an expectation that you will carry out your duties to the best of your ability within the requirements of your job description. You need to comply with legislation, such as the *Privacy Act 1988* (Cth). Seek further information or clarification if there are things you do not fully understand related to statutory and legislative provisions. It is also valuable to participate in working parties or meetings where issues related to statutory and legislative provisions are discussed. Being an active participant, listening carefully and sharing your own views and knowledge are all useful ways of increasing your understanding in these areas.

Keep in mind the following when implementing activities.

Requirements that may be relevant when implementing activities

- ▶ Obtain a 'Working with children' check or show evidence of already holding one.
- ▶ Maintain a current driver's licence.
- ▶ Maintain a current First-Aid Level Two qualification.
- ▶ Be registered for membership of a peak body or agency.
- ▶ Ensure you meet the privacy principles set out in the *Privacy Act 1988* (Cth) in your use of information.
- ▶ If you work in an advocacy role, you may need to develop a plain English version or a youth-focused version of documents related to the *Disability Discrimination Act 1992* (Cth).
- ▶ You need to know how to refer to a person during an acute episode or who can order involuntary treatment, according to the *Mental Health Act 2007* (NSW).
- ▶ You should be familiar with the requirements of relevant state/territory acts and other industry-specific standards, such as the Privacy Act.
- ▶ Follow work health and safety (WHS) procedures and provisions of the *Work Health and Safety Act 2011* (Cth).

Work health and safety principles and practices

Regulations support work health and safety (WHS) legislation by stating requirements, duties and procedures that apply to specific areas of work. Some regulations apply to all workplaces, while others apply to specific industries or tasks. Regulations specify how some duties under the WHS Act must be met and also the procedural or administrative processes that must be in place.

Regulations that are in place to maintain a safe work environment should include the following.

Regulations to maintain a safe workplace

- ▶ Identifying hazards
- ▶ Performing risk assessments for workplace hazards
- ▶ Specifying controls and/or processes to minimise hazards
- ▶ Representing and participating with workers on health and safety issues
- ▶ Monitoring hazardous work involving noise, hazardous tasks, confined spaces, risk of falls, demolition work or electrical safety
- ▶ Monitoring requirements for licensing and accreditation

Manage hazards

Workplace hazards exist in all workplaces and organisations. The WHS Act requires the organisation to implement risk management practices, including systems to identify hazards, then assess and eliminate or control the risks arising from these hazards.

Here is information about identifying and avoiding a workplace hazard.

What is a hazard?

- ▶ A hazard is an object or situation that has the potential to cause harm, resulting in injury, illness or damage to property. A risk is the likelihood that a hazard may cause harm. Everyone has responsibility for reporting hazards they identify at work, and this is critical for maintaining a healthy and safe workplace.

Identify hazards and assess the risk

- ▶ It may be your responsibility to implement and monitor procedures to identify hazards and assess risks. All organisations should have procedures to systematically do this. It is important that you always follow organisational procedures for hazard identification and risk control and ensure they are known and complied with within your work group or team.

Noncompliance

Noncompliance may result in harm or permanent injury to workers or visitors to the workplace. For example:

Carpet or linoleum that has come unstuck may cause someone to trip.

- ▶ Chemical spills on a factory floor may cause a fall.
- ▶ A poorly maintained air-conditioner may result in a polluted environment that causes an asthma attack.

Avoiding hazards or risks

Hazards and risks can be avoided with:

- ▶ a comprehensive maintenance program
- ▶ an effective overall WHS management system
- ▶ regular safety audits
- ▶ the purchase and use of equipment and machinery that meets recognised safety standards
- ▶ a system to evaluate and review risk management practices
- ▶ an effective process that enables all workers to report hazards as they are identified in the workplace.

Example

Implement activities in accordance with legislative requirements

Alicia has organised an outing for the older people she works with. They are seeing a movie. One of the people she supports, Dorothy, has dementia. Dorothy sometimes wanders off and becomes disorientated, and needs to be monitored. Another person, William, uses a wheelchair.



Alicia conducts a risk assessment before taking people on the outing. She identifies the possible hazards, and discusses with her supervisor how to address hazards. Alicia and her supervisor decide to engage another staff member to assist on the outing. They also ensure the building has safe wheelchair access. Alicia reviews all the medication charts before she leaves, and ensures people have their medication with them if required.

Practice task 28

Read the case study, and then complete the task that follows.

Case study

You have planned a recreational activity for the people you work with. Choose an activity to use for the example.

1. Identify three legislative requirements and guidelines you should follow.

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2. What work health and safety practices and principles would you follow?

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3. Develop an outline of your plan of this activity.

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Click to complete Practice task 28

5B Provide participants with access to a range of activities

Variety is important for sparking and maintaining interest in activities that challenge people in different ways. For some people, providing choice is important, since leisure programs can offer release from structured timetables to relax and select activities they enjoy. Program plans can include blocks of free time for people to choose their own leisure interests, or relaxation can be more structured, such as designating time for reading or watching television.



Provide a range of activities suited to needs and interests

Providing choice in a structured way may include using what is known as ‘station rotation’. Providing a range of activities means you meet a range of needs and interests. Tables or areas are set up between different ‘stations’, around which people rotate according to their interests. Examples include board games, craft activities and computer use. Some people may become engrossed in activities such as reading or craft work and be reluctant to move onto another activity. Your program should allow for them to continue with an interest they are enjoying, as long as you feel they are not being disadvantaged or isolated over time by pursuing only individual interests.

People can be offered a range of activities that may include:

- ▶ active games that use mental or physical skills, such as playing sport, going for a walk, pursuing hobbies, dance or exercise
- ▶ passive activities that are quiet and restful, such as watching a movie, having a story read to the group or listening to music
- ▶ solitary activities such as reading, completing a puzzle, painting or craft
- ▶ social activities such as parties, celebrations, cultural activities, board games or talking with friends.

Individual interests

No two people are completely alike. Opportunities to pursue areas of individual talent or interest are known to increase a person’s self-esteem and broad skills.

Even within a particular activity, people may show stronger abilities in one area of the task than in others. For example, some people may enjoy playing a game of basketball. Others may be less interested in playing sport, but can enjoy taking part in another capacity; for example, a person who is interested in numbers may like being the scorekeeper.



Cultural support

Consulting with people from different cultures, their families and your supervisor is a good start when considering culturally diverse activities for your programs. Talk to people about their culture and beliefs so you do not make assumptions that could be incorrect or offensive.

Here is some guidance for ensuring inclusiveness and assisting people with diverse language needs.

Inclusive

Your program planning should ensure activities do not exclude any one person or group of people because of their beliefs or religious restrictions, such as holding a sausage sizzle that excludes people who cannot eat meat. Where activities may be seen to be exclusive, include opportunities that do not highlight differences between people; for example, you may offer vegetarian food options.

Support

People who do not speak English as their first language may require additional assistance to understand English. You may find it useful to speak to them one-on-one, and incorporate plenty of gestures and pictures, rather than relying on instructions that you have given to the whole group. A simple board with pictures of common objects or places can be helpful while a person is learning to use English to help them participate in activities.

Match needs to existing programs and activities

Most individual needs can be met by encouraging people to take part in a range of existing programs and everyday experiences.

Here are some examples of matching an activity or experience with individual needs.

Communication

To encourage communication

Need: To support the person to overcome shyness.

Activity: Group games that encourage the person to talk in a non-threatening environment, such as simple card games.

Friendships

To form and maintain friendships

Need: Free time to explore own interests.

Activities: Sharing a meal, circle time or discussion groups that encourage sharing of thoughts and ideas.

Respect

To have different cultural backgrounds respected

Need: Programs that incorporate aspects of the person's culture, such as traditional games from the Aboriginal culture.

Activities: Films and books relating to the person's background.

5C Develop flexible implementation plans to suit a variety of contexts

You cannot anticipate all variables in the planning process, but plans should include a range of alternatives and contingency arrangements that can help you manage and coordinate the program. A flexible approach means you are adaptable when problems or unexpected changes are required. Rearranging the order of activities to accommodate a person's wishes is an example of making your programs person-centred rather than service-focused.



Contingency plans

Making contingency plans can help you to manage situations where the planned activity is not possible for any number of reasons. Following are some situations that may require contingency plans.

Changes in weather

Outdoor games and excursions can be dependent on weather conditions. Prepare for alternative games that can quickly take the place of outdoor activities in the case of rain or hot weather. Try to replace planned outdoor physical activity with indoor activities that involve movement or physical exercise. Examples include dance or aerobics, indoor sack races, beanbag toss and group games such as 'Twister'.

Very hot weather can mean a person needs additional rest and drink breaks. This is especially important for older people and children.

Variation in numbers

There may easily be more or fewer people attending a session or participating in an activity than anticipated. You may also be unsure of the particular people who will be in attendance, and your plans may not suit the cognitive or physical abilities of people who arrive for the session.

Plan resources that cater for a larger number of people than you are expecting. Most excess supplies can be stored for future use. Larger-than-expected groups may need to be broken into two groups to participate in sports or team-based games.

Staff absences

Some activities require a greater amount of supervision than others. It is unfortunate when outings or highly anticipated activities have to be cancelled due to lack of staff, but your priority is to consider the safety of people at all times. Where possible, include contingencies that may allow the activity to continue, such as calling on volunteers.

Your service is likely to have its own set of requirements for replacing staff, outlined in your policies and procedures, and these must be adhered to.

Changes in interests, abilities and needs

Participants' needs, interests and abilities may change over the course of time. Ensure that the program is flexible enough to accommodate changes. Having a range of activities on offer ensures that different interests, needs and abilities can be met. Stay in consultation with participants about changes, and how to address changes.

Changes in funding

For internal or external reasons, there may be changes in funding. This may be because of reduced participation rates, or funding cuts. Ensure you have a contingency plan if funding is affected in any way. You may be able to offer activities within the organisation, rather than travelling to another location, for instance. You may be able to source less expensive materials, or hire equipment instead of purchasing it. You may be able to use public transport, instead of hiring a vehicle.

Example

Develop flexible implementation plans

Janice has noticed that the young people she works with often appreciate a special treat when they have been prevented from taking part in a favourite outdoor activity or excursion. So that she is always prepared for this, she organises a 'rainy day' basket full of items that provide a surprise activity, such as a movie on DVD and microwave popcorn, and some craft activities the group hasn't done before.



Practice task 30

1. What is a contingency?

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2. List five contingency plans you could use.

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[Click to complete Practice task 30](#)

5D Adapt program to changing needs of participants

Most people you work with will experience changes in needs, interests and abilities over time. The activity program should be flexible enough that changes can be accommodated.

People may experience physical changes. For instance, if their eyesight deteriorates, the activity will need to be adjusted to accommodate changes in their vision. Emotional changes, such as grief or depression, may impact a person's engagement with a program. Monitor changes and adjust the program as required.

Programs may need to be adapted to:

- ▶ respond to group dynamics
- ▶ respond to changes in interest
- ▶ respond to physical changes
- ▶ suit people with medical problems.



Respond to group dynamics

Be alert for signs of difficulties and changes in the level of individual participation that seem to be related to group dynamics, behaviour problems or personality clashes.

It is common for some clients to want to stay close to a particular friend or group of friends. You should not discourage clients from staying close to those whose company they enjoy, even if this means occasionally adapting an activity to take this into account.

Respond to changes in interest and ability

Levels of concentration and interest in activities can vary from day to day and week to week. If you are sensing that some people are becoming restless or bored with an activity, you may stop and begin another, which is more complex or has a change of focus.

Varying physical abilities can also affect a person's ability to participate fully in activities; they can be related to ageing (such as reduced muscle tone and mobility), to disease processes such as arthritis, or to the presence of physical disabilities.

Two approaches to addressing these changes are outlined below.

Use aids and equipment

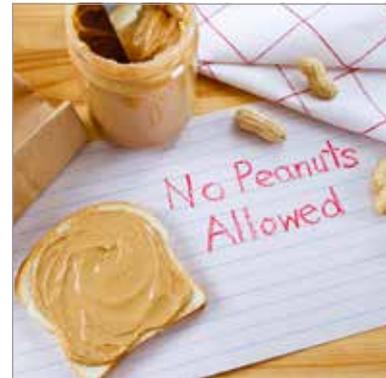
- ▶ Some types of aids and equipment can help some people overcome difficulties relating to physical changes. These include hearing aids, adapted eating utensils, electronic communication aids and computers with voice-recognition software. Some commercially available aids are designed specifically for use in certain leisure activities, such as playing card holders and modified computer keyboards and mouses.

Modify activities

- ▶ Modifying activities may enhance participation for people with mobility or dexterity problems. For example, football or volleyball played with a balloon rather than a ball can be an active modification for people who use a wheelchair, or for older people. Some people may require additional support to complete tasks that involve fine motor skills, such as craft work. If the game does not allow everyone to take part equally, choose another activity.

Respond to medical conditions

A range of medical conditions can also influence program planning. These include conditions such as epilepsy, allergies, diabetes and asthma. For example, if a person cannot participate in interactive computer games because this type of visual stimulation can trigger their epilepsy, then this is not an appropriate activity for the service to consider. People with asthma and allergies may not be able to participate in outings that involve contact with certain types of food, plants or animals. Speaking to the person can help you determine the limitations and adaptations you can make to activities before they are incorporated into programs.



Example

Adapt program to accommodate changing needs



Ash works with people with disabilities. He has designed a program to support skill development, to help people enter the workforce. Activities include drama to practise using customer interaction skills and increase confidence, and maths and numeracy games to help people with their basic numeracy and language based activities like group reading. Each week, Ash also invites a person from different industries in to talk to participants about their job, and different things to expect.

Ash observes that Nathan, one of the people he supports, is having difficulty with the activities. He appears nervous and withdrawn. Ash meets with Nathan and his carer, Nell, to talk about the changes, and how they can be addressed. Nathan has anxiety, and the social activities have triggered panic attacks.

Ash talks to Nathan and Nell about adapting the activities, so Nathan has less social contact, and can ease himself into social activities more gradually. Nathan will only attend the job information sessions and numeracy sessions. He can complete the other skills with Nell, and if he feels comfortable in time, he can rejoin the other group activities.

Practice task 31

1. What are some physical changes that may impact people you work with?

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2. How could you adapt an activity program to respond to changes in vision?

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3. How could you adapt an activity program to respond to changes in mobility?

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Click to complete Practice task 31

5E Promptly address problems in delivery of activities

Even when contingency plans are well thought out and implemented, unexpected problems can occur in any leisure and health setting. Some problems are serious and can pose risk to the safety or wellbeing of people you support and staff. You will not always have specific instructions for how to react to specific problems, but there are requirements you need to meet.

Your response should consider:

- ▶ the level of urgency, risk or danger posed by the problem
- ▶ your organisation's policies and procedures
- ▶ industry standards, such as aged care standards in your state or territory
- ▶ your training, experience and limitations on your job role.

Illness or injury

It is important that you familiarise yourself with your organisation's policies before an activity begins. This includes knowing how to react to serious problems such as reporting injuries to managers and applying first aid when required. If you feel a situation such as an injury has become critical or serious, your first reaction should be to call an ambulance.

Most organisations will require the following steps if an incident occurs.

Steps to follow in case of an incident

- ▶ Assess injuries or illness quickly, and call an ambulance on 000 if you feel the situation is serious or critical.
- ▶ Explain to emergency services the nature of the injury/illness.
- ▶ Apply emergency first aid according to your training and the organisation's policies as required or as you are instructed by emergency services.
- ▶ Contact your supervisor when the situation is under control and the person is safe.
- ▶ Contact the family or next of kin if relevant to notify them of the incident.
- ▶ Once the situation is under control, write an incident report outlining the circumstances of the incident, the exact injuries, and your response.
- ▶ If the illness or injury does not need urgent medical attention, monitor the person's condition throughout the session.
- ▶ For minor injuries, complete a note in the injury register if applicable.

People abscond

Close supervision during all programs should significantly reduce or remove the risk of children or people with dementia or intellectual disabilities wandering away from your group. However, your responsibilities for locating the person should also consider the

safety and supervision of other people in your care. If you are unable to leave others to search for someone who has wandered away from the group, it is important that you identify who may assist you.

Here is an example response procedure.

Sample procedure

Immediately notify venue staff, along with other staff or volunteers, describing the person, their clothing and the last place they were seen.

Direct others to search for the person, or conduct a search yourself if you are able to leave other people with a suitably qualified worker.

Contact your supervisor to alert them to the situation and seek further direction.

Call the police if the person is not located within the time specified by your organisation's policy – usually within 10 to 20 minutes.

Alert the person's next of kin or emergency contacts and inform them that the person is missing.

Notify all relevant people once the person has been located.

Participation issues

A person may not be able to participate in planned activities because of cultural, medical or other issues. These may include allergies, physical disabilities and differences in cultural beliefs.

Principles of inclusion require that you consider individual differences when planning activities. If they have been overlooked in the planning phase, or if a person with diverse needs has arrived unexpectedly, it is important that activities are adapted to meet the needs of everyone. It is not acceptable to expect a person to sit out of an activity.

If a person is not participating in an activity, consult them about the reasons. The person may be bored, disinterested, or may not be able to engage in the activity. If you understand the reasons, you are more likely to be able to respond.



Complex needs outside the program scope

Some people with complex needs may have issues that are outside your area of responsibility or expertise, meaning you and the organisation you work for may not be able to provide appropriate support. In such a case, you may refer the person to another organisation to receive the services they need, or engage external support.

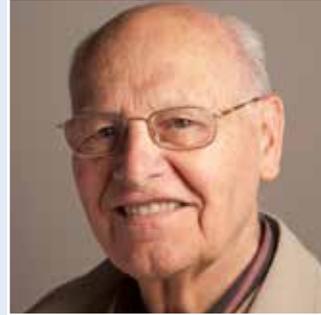
A person may need immediate support, so referrals should be made promptly. For example, a person with a mental illness may require an urgent referral for specialist support in a crisis situation that cannot be managed by their regular recreation support staff. Referrals should always be in line with organisational policies and procedures.

Example

Promptly address problems in delivery of activities

Francis, who has a physical disability, participates in a regular exercise session at a neighbourhood house. Jane, who runs the recreation programs for home and community care, notices that Francis is regularly arriving to group activities with an unkempt appearance. She notices an offensive odour in his clothes. In addition, Francis appears to be losing weight.

Jane arranges an in-home assessment. The assessment reveals that Francis has dementia, and can no longer live independently. Jane consults her team and Francis about how activities can be adapted to meet Francis’s changing needs.



Practice task 32

1. What problems may occur when delivering activities?

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2. What do you need to consider when responding to problems?

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3. How should you respond if a person has needs beyond your role and expertise?

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Click to complete Practice task 32

5F Use effective facilitation techniques in the delivery of activities

A program facilitator is responsible for creating an environment that maximises participation and enjoyment for all group members. Working with groups with a range of needs, abilities and personalities can present unique challenges; responsive and effective communication is key to skilled facilitation. Focusing on building a relationship of trust with people can in turn help to establish and strengthen bonds between group members. A good facilitator also recognises that what works well one day might not work on another.

Here is some guidance relating to techniques.

Facilitation techniques



Providing information

Always provide people with clear instructions about what is expected of them before each activity begins. Some people may become anxious if they are unclear about the steps involved in an activity. Give clear information about specific games and activities before the activity has begun. It is also important to reiterate rules the people must follow, such as not entering the kitchen.



Being prepared

Lack of preparation can lead to disorganised programs, anxiety about time limitations and poor instruction. Familiarise yourself with the program plan and the steps involved in each activity prior to each session. This may mean having a run-through of activities on your own before demonstrating the steps during the session. Have resources ready for use, and consider how you might respond to a range of contingencies, such as a lack of interest.



Making yourself available

Use eye contact regularly with individual group members to show you are available to help where it is needed. Ask participant open questions to check on their progress. Work individually with group members who require extra assistance or who are struggling, but where possible enlist the assistance of other group members to encourage and help others, to ensure that you are available to everyone present.



Interpreting verbal and nonverbal cues

Look out for:

- ▶ verbal cues that indicate changes in interest, such as a person complaints of boredom or that activities are too difficult or too easy
- ▶ nonverbal cues such as restlessness and agitation, lack of focus, wandering away from the group or attempts to distract others.



Using a person-centred approach

The best type of facilitation involves including the group members in decision-making and being flexible enough to change activities according to the group's spoken and unspoken needs. This includes providing clear instructions, being a good listener, offering choices, asking for feedback, respecting the ideas of all group members, and offering praise and encouragement.

Example

Use effective facilitation techniques in delivery of activities

Gareth leads a group counselling session for people with drug and alcohol issues. There is a range of needs and interests in the group, as well as diverse language needs and diverse ages.

Gareth's primary objective is to develop trust and rapport with the people in the group. He speaks assertively, openly and respectfully to those in the group.

Gareth adjusts his spoken style to accommodate different needs. He needs to speak clearly, and articulate words well. He uses simple language. He allows plenty of time between conversation, so people have time to think and reflect.

Gareth reminds the group that he has an open-door policy, and people can come to him any time if they need to discuss what happened in group sessions.



Practice task 33

1. How would you respond if a member of the group demonstrates lack of interest?

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2. Why is being prepared important?

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3. What are three other things you can do when facilitating a group?

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[Click to complete Practice task 33](#)

5G Develop and implement strategies to deal with behaviours of concern

How you approach behaviours that are distracting or potentially harmful to others will vary depending on a number of factors, including the age of the participants and the causes and triggers behind the behaviours themselves. Behaviours of concern should be responded to immediately, before they escalate. Never subject people with behaviours of concern to physical punishment of any kind; also avoid ridicule, isolation or criticism. If you are unsure of how to manage a behaviour that has become serious or ongoing, seek assistance from your supervisor.

Behaviours of concern include:

- ▶ deliberately excluding other group members
- ▶ bullying or abuse
- ▶ verbal or physical aggression
- ▶ destruction of property.

Minimise behaviours of concern

Help minimise behaviours of concern by using the following strategies.

Modify the environment

- ▶ Modifying the environment can be an important factor in reducing the incidence of unwanted behaviours in a person with certain cognitive problems, such as Alzheimer's disease or autism spectrum disorder. Reduce loud or sudden noises and minimise glare. Maintain a calm, relaxed attitude to help minimise stress in others. If you become anxious, take some time to calm down before responding to behaviours.

Avoid triggers

- ▶ Be aware of differences in culture and value and that may inadvertently trigger behaviours of concern. In a group situation, one person may do or say something, intentionally or unintentionally, that may offend someone from another culture or with different values. This may be solved through communication. Reiterate to the group the need to demonstrate respect.

Diversion or distraction

- ▶ Diversion or distraction is an effective way to prevent a behaviour in its early stages from escalating further. You may suggest that the person moves to another activity or passive exercise that interests them to defuse anger or stress. Gently suggest or negotiate a rearrangement of groups if possible when personality factors seem to be leading towards aggression.

Positive behaviour management strategies

Positive behaviour management strategies are used to address many behavioural issues. Spending too long on one activity or not allowing people – especially children – to use up pent-up energy can be problematic. Look out for the early signs of restlessness or agitation and, if possible, take a break from the activity. For example, you could play a short game that involves physical activity. It is much more effective to interrupt an activity before behaviours of concern escalate, rather than waiting until it is too late.

Positive strategies include:

- ▶ clearly stating the rules and limits of the service
- ▶ clearly stating your expectations for the participants' behaviour
- ▶ using diversion or redirection to change the focus
- ▶ praising positive behaviour when it occurs.

Conflict resolution strategies

Avoiding conflict before it begins is of course the best approach. The strategies outlined already, such as using diversion, can be an effective way to do this.

You may also help resolve conflict by following these steps:

- ▶ Ask both parties to provide their points of view, using language that reflects their feelings, rather than criticising the other person.
- ▶ Find some common ground that both parties can agree on, such as the ability to work together on a project.
- ▶ If conflict continues, implement distraction or diversion techniques if possible.
- ▶ If necessary, encourage both parties to work on activities in different areas, to ensure all members of the group have an enjoyable experience.

Example

Develop strategies to deal with behaviours of concern

Tom has dementia and is very disruptive around others at the day centre, particularly in the afternoons. At this time of day, a familiar pattern occurs: he begins to call out aggressively to staff who come near him, and paces up and down the centre, distracting and upsetting the other people.

The staff recognise that the trigger for this behaviour is tiredness. They find that Tom responds well to the introduction of simple reminiscence activities if they are put into place before the behaviour starts. As Tom once worked as a builder, he is provided with a block of wood and soft sandpaper. Tom seems to enjoy the repetitive action of sanding the wood by hand, and proudly shows staff the curve he has made in the smooth wood. If this strategy is used before Tom shows signs of tiredness, the technique relaxes Tom and usually prevents the behaviour from occurring.



Practice task 34

1. What are three different behaviours of concern?

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2. What are three different positive approaches you could use to respond to behaviour?

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Click to complete Practice task 34

5H Monitor levels of participation and amend activity

Participation is central to the goals of your activity plan; however, a person does not need to be actively 'doing' to be participating. Depending on their emotional and social needs and their cognitive abilities, participation can be active or passive. Passive participation can involve listening to or watching others take part in an activity, and can provide an enjoyable and comfortable level of stimulation for many participants.



Monitor levels of participation

By observing and asking questions that draw out signs of enthusiasm and interest, you can monitor interest in activities. Ongoing monitoring of participation helps you gather information about the effectiveness of your program design and the suitability of activities for individuals and groups. It can help you redirect or change activities that are too difficult or no longer interesting to participants. It also helps you make decisions about providing assistance and supervision, or about helping a person feel more involved in activities and social groups.

Keep records



Collect records in relation to individual participation in activities or excursions. Records allow you to detect patterns in behaviour. Patterns may relate to consistency or changes in behaviour. Identifying patterns may help you detect gaps, such as lack of interest. A person may consistently choose solitary time alone, rather than participating in social activities. Another person may no longer be able to keep up with the demands of the program.

Records may be kept using a standard form, or a communication book staff complete at the end of every session. Details should also be maintained in the person's individual file.

Observe participation

Observations you may make when monitoring participation are outlined below.

Observations

- ▶ Indications of interest in a certain activity, such as smiling, laughing and talking enthusiastically about the task
- ▶ Signs of growth or development over time in a certain activity, indicating that learning has occurred
- ▶ General signs of enjoyment over the session, such as laughing and interacting with others
- ▶ Signs of lack of interest, such as sitting apart from the group, being withdrawn, making complaints or being easily distracted
- ▶ Signs of shyness in social interactions, such as not feeling confident to join in

Positive and negative indications

Following are some common observations that indicate positive or negative feelings about participation. Comparing these behaviours at different times of the day can show you the relative level of interest in each activity.

Negative feelings

Observations:

- ▶ Reduced interest shortly after an activity has begun
- ▶ Complaining that they can't do it
- ▶ Lack of engagement in an activity
- ▶ Hyperactivity and repetitive behaviours
- ▶ Attention-seeking behaviours; being distracted

What they might mean:

- ▶ Activities may be too difficult for the person's level of ability.
- ▶ The person may be bored or lack stimulation, because activities are too repetitive, too long or not challenging enough.
- ▶ There may also be cultural or language differences.
- ▶ The person may be tired or overstimulated.

Positive feelings

Observations:

- ▶ Arriving looking alert and enthusiastic
- ▶ Maintaining enthusiasm throughout session or activity
- ▶ Seeking out friendships
- ▶ Talking warmly to others
- ▶ Offering to assist others in the group or the facilitator
- ▶ Asking questions to learn more
- ▶ Asking for more challenging tasks
- ▶ Using positive phrases to describe the program

What they might mean:

- ▶ People are learning and developing new skills.
- ▶ People may be entertained and enjoy the activity.
- ▶ Social needs are generally being met.
- ▶ Cognitive needs are generally being met.

Amend activities to improve participation

You may need to adapt activities in response to a person's behaviours that show poor levels of participation. Recognising problems early and putting flexible solutions into place, such as those described below, is nearly always more effective than waiting for signs of boredom or lack of involvement to escalate.

Adjusting the level of complexity

- ▶ Boredom or lack of interest can sometimes result from tasks that are either too challenging for the individual or not challenging enough. If you suspect that this is the case, some activities such as trivia quizzes and craft can be adjusted to suit the person's individual cognitive or motor abilities. Consider adding more-complex game rules if a person seems bored. Other options may include asking the person to take a leading role in a discussion or to help teach skills to others.

Changing program pace

- ▶ Tiredness can be a factor in reducing a person's interest and focus in an activity. Schedule additional breaks to allow them time to relax, or encourage passive rather than active participation in a discussion or group exercise. Consider also that boredom can result when activities are too long or programs do not provide adequate physical activity.

Moving to another activity

- ▶ Some activities may have seemed perfect for the group during the planning phase, but reality may be very different. Levels of interest and abilities can take unexpected paths. Having another activity on standby if the first is not suited to the group can help to minimise participation problems. When people are tired, you may change to an activity that requires less-active levels of participation, such as reading, watching a film or strolling through the garden.

Providing additional support

- ▶ Many problems with participation can be resolved by providing additional physical or verbal assistance, such as sitting with a person and making suggestions while they work on a writing task. Other types of support include offering physical aids and equipment suited to the task, or providing language support through an interpreter or family member if communication is a problem.

Example

Monitor levels of participation

Several older people have stopped working on a writing exercise being run to help them reflect on family histories. Instead, they seem to be sitting together talking about another topic. Since the activity was suggested by participants themselves, Trudy, the facilitator, is confused. She has provided the older people with basic instructions about how to access genealogy websites on the internet, but they seem to be uninterested in using this source of information.



Trudy investigates further and realises that, although she had assumed basic computer proficiency, the participants do not have the skills to navigate the websites. Once Trudy offers to help them with the keyboard and mouse functions, they show a renewed interest in completing the activity.



Practice task 35

1. What are three indications that a person is not enjoying an activity?

2. How can you improve participation levels?

Click to complete Practice task 35

Summary

1. The implementation stage calls on you to maintain a high awareness of the safety and wellbeing of participants while they take part in activities.
2. Directives for safe and effective implementation can come from previously planned strategies, the organisation's policies and procedures, and from state and federal legislation.
3. Variety is important for sparking and maintaining interest in activities that challenge participants in different ways.
4. Making regular changes to programs not only provides an element of excitement, but is also necessary to adapt to the needs of participants who experience deterioration or improvement in physical, social or cognitive abilities and preferences.
5. Even when contingency plans are well planned and implemented, unexpected problems can occur in any leisure and health setting.
6. Responsive and effective communication is key to skilled facilitation.
7. Behaviours that upset other group members, or that have the potential to cause emotional or physical harm, should be dealt with early before they can escalate.
8. Participation is central to the goals of your activity plan. Activities often need to be adapted in response to behaviours that demonstrate poor levels of participation.

2. What work health and safety (WHS) principles and practices do you need to be aware of when implementing activities?

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3. What facilitation techniques can you use when delivering activities?

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4. Describe two behaviours of concern, and strategies you could use to address behaviours.

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5. How can you monitor levels of participation and make amendments to activities?

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Part B

Read the case study, then answer the questions that follow.

Case study

June facilitates and coordinates activities for a group of youths with mental health needs. The objective of the program is to provide social opportunities in a fun and supportive environment. A number of the young people have drug and alcohol issues. Some struggle with depression and anxiety. Two have intellectual disabilities, and live in a supported residence.

In planning, June responded to feedback from the younger people about existing programs. Theatre, drama and music were popular activities, as were basketball and football. June plans to put together an end-of-year production the young people can develop themselves and perform. She thinks it will help the young people have a clear objective, and feel they are part of creating something to share with others.

When June runs the idea past the group, the feedback is positive. Only one person, Will, is not sure. Will is shy, and doesn't like performing. He doesn't mind the idea of sport, but says he'd rather not participate in a performance.

June wants to start preparations straight away, but she is informed by her manager that funding has been significantly cut back. The manager doesn't think they can afford to use the community hall any more, and need to find a less expensive option.

1. What activities can June provide that offer access to suit the group's needs?

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2. Describe how June could develop flexible implementation plans to suit a variety of contexts and to cope with contingencies.

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3. When the activities have been implemented, and preparation for the end-of-year production is underway, Sam, one of the younger people, experiences a panic attack. It's the first he has had and he is very frightened. How could June adapt the program to accommodate Sam's current needs?

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4. Halfway through the program, June loses two staff members. It has left the program very short-staffed, and June is not sure if there are enough resources to finish the production. What could June do to address this problem?

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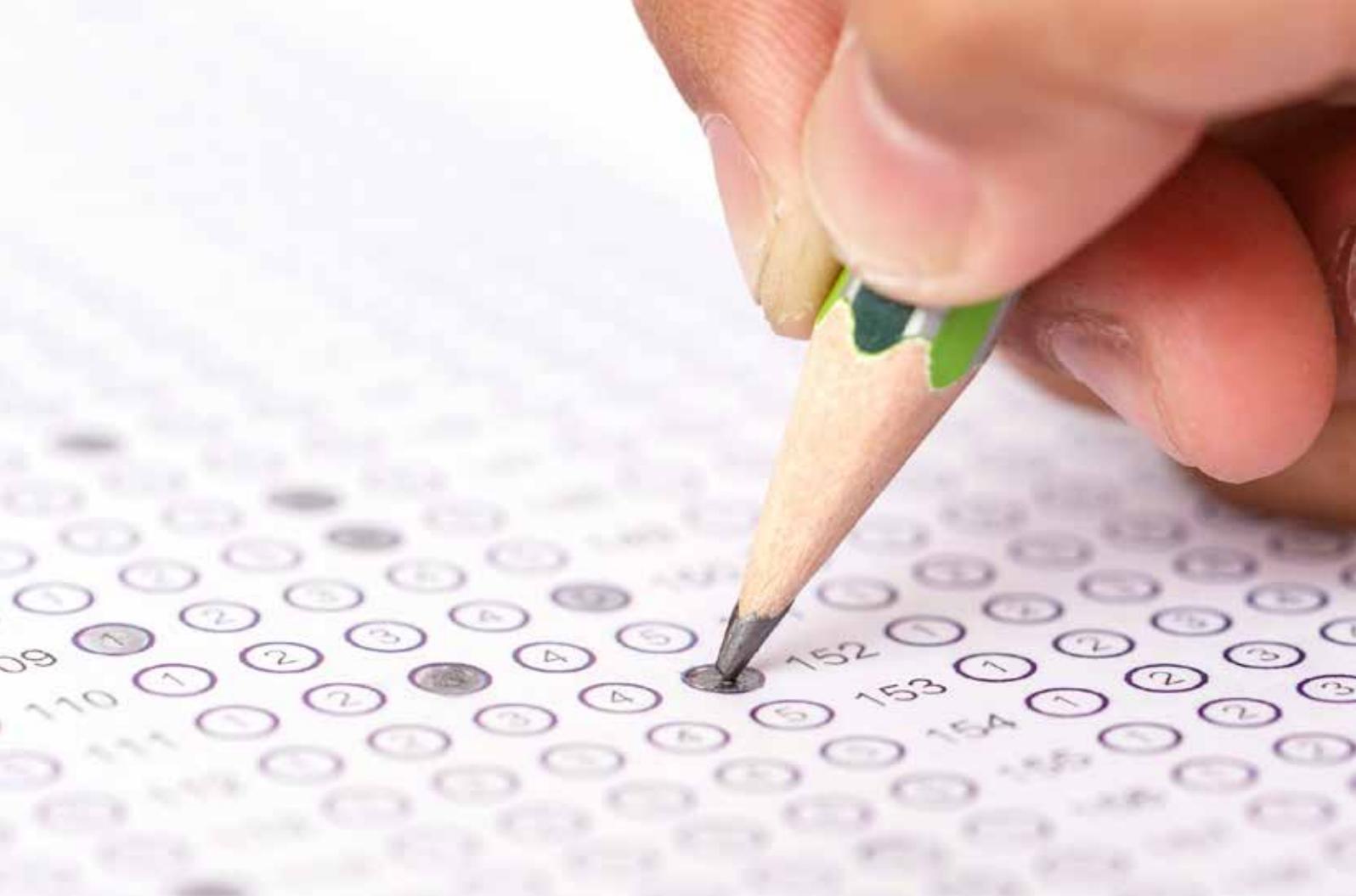
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Topic 6

In this topic you will learn how to:

- 6A Define criteria to judge program effectiveness in consultation with others**

- 6B Routinely use appropriate evaluation, revision and development strategies**

- 6C Collect, organise and report evaluation information**

- 6D Prepare and present reports as required**

Evaluate activity

Evaluation is the process of determining the effectiveness of your leisure and health activities and programs. Evaluation uses review processes that help you gather information about the quality and success of activities after they have been delivered. It completes the cycle of planning, implementation and review processes. Evaluating programs helps you to refine activities to better meet people's needs and preferences, and to make sure all people benefit from the service in as many ways as possible.

6A Define criteria to judge program effectiveness in consultation with others

Evaluation criteria help you to identify whether the activities run by your service meet the needs of the people who attend. This type of review can help you to decide which experiences could be provided again, developed further or, if they did not work, ceased entirely. This can help you learn from mistakes, and to consider what you could do differently. Criteria are statements or measures against which to judge the effectiveness of your programs. Some common criteria and how to use them to evaluate programs are explained below.

Common criteria

In leisure and health programs, common criteria include the activity's:

- ▶ ability to address holistic needs
- ▶ inclusion of people from different cultural backgrounds
- ▶ level of participation
- ▶ use of adequate safety measures
- ▶ level of enjoyment
- ▶ ability to be completed in the time frame provided
- ▶ inclusion of adequate instructions.

Using criteria

Criteria are easier to use when they are posed as questions. For example, if you want to determine whether the criterion 'Reading materials provided were appropriate for the person's cognitive abilities has been met by the activity, you might ask the following questions:

- ▶ Were people challenged by the materials?
- ▶ Did they complain that the materials were too difficult to read?
- ▶ Were the materials designed for the age group and interests of people attending the service?

Use objectives to determine evaluation criteria

Criteria can be designed in a number of ways. They may be developed based on existing evaluations in use in your service. They can also be determined from the main goals of your program. One of the most effective ways to establish evaluation criteria is to revisit the objectives that were written during the planning stages of an activity or program.

Use clearly written objectives to define criteria for reviewing the activities. An evaluation looks closely at these objectives by asking relevant questions and considering how well they have been met by collecting evidence from as many sources as possible.

Identify criteria

Here are some examples of criteria you might identify in order to evaluate the various aspects of the safety of your programs.



Outdoor areas

Criteria:

- ▶ Supervision of children or adults with cognitive impairments
- ▶ Maintenance of outdoor sports equipment

Evaluation questions:

- ▶ Were staff-participant ratios maintained according to policy?
- ▶ Is outdoor sports equipment checked regularly for signs of damage or wear?



Indoor areas

Criteria:

- ▶ Safety of floor surfaces
- ▶ Compliance with fire safety codes

Evaluation questions:

- ▶ Are spills attended to quickly?
- ▶ Are flooring surfaces non-slip?
- ▶ Are there working smoke detectors in place?
- ▶ Are there working fire extinguishers in place?



Outings and travel

Criterion:

- ▶ Compliance with organisational requirements for safety

Evaluation questions:

- ▶ Do transport options comply with organisational requirements?
- ▶ Are people provided with instructions about staying with the group?
- ▶ Are head counts performed according to procedure?



Meals

Criteria:

- ▶ Safe food-handling procedures
- ▶ Safe practices for people with allergies

Evaluation questions:

- ▶ Are staff provided with food-handling instruction?
- ▶ Are precautions taken to ensure people with allergies cannot come into contact with relevant foods, such as bans on peanuts?

Consult others to evaluate programs

It is important that people are given an opportunity to reflect on an activity after it has finished. Asking questions and making observations during the activity are also important ways to establish whether your evaluation criteria have been met. You may also need to consult your supervisor and the program stakeholders, as explained below.

Supervisor

Your supervisor can give you feedback about your performance during activities, providing information about factors such as your ability to provide clear instructions. They can also assist you to incorporate feedback from evaluations into future activities.

Stakeholders

Depending on the type of activity you are reviewing, there may be other stakeholders who can help you to establish the answers to your questions. For example, family members of participants, other program staff who assisted with the activity, and outing venue staff.

Your colleagues will also be a good source of feedback. If you are coordinating an activity, arrange a team meeting to allow your colleagues an opportunity to share their feedback about the program.

Participants

Consult the participants about their experience during and after the activity. Ask open questions, such as, 'What do you feel you achieved today?' rather than closed questions like 'Do you enjoy the activity?' as it gives the participant more scope to answer. Asking leading questions like, 'This program is really helping you, isn't it?' discourage the participant from answering on their own terms. Consultation may be formal or informal. Informal consultation involves chatting with the participant about their experience. You can gauge a person's enthusiasm by their intonation, and nonverbal body language, such as smile. Formal consultation may be organising a structured meeting to discuss how the activity is meeting outcomes. Ensure the person has communication support, if required, such as an advocate or a translator.

Example

Criteria to judge program effectiveness in consultation with others

Evaluation

Program description

Activity: Calligraphy class

Number of sessions: Five sessions, once a week

Time and day: Wednesday 10am

Number of participants: 10

Date of evaluation:

Example

Objectives

How well did the program meet the group objectives? 1 2 3 4 5

Comments:

How well did the program meet individual objectives? 1 2 3 4 5

Comments:

Can improvements be made?

Outcomes

How well did the program meet organisation outcomes? 1 2 3 4 5

Comments:

How well did the program meet individual outcomes? 1 2 3 4 5

Comments:

Can improvements be made?

Outcomes

How well did the program meet organisation outcomes? 1 2 3 4 5

Comments:

How well did the program meet individual outcomes? 1 2 3 4 5

Comments:

Can improvements be made?

Safety

How safe was the activity? 1 2 3 4 5

Comments:

Did any incidents occur? Yes / No

Comments:

Can improvements be made?

6B Routinely use appropriate evaluation, revision and development strategies

Evaluation strategies are the methods used for measuring your evaluation criteria. The results of evaluations form the basis for revising and developing future activities and programs.

Evaluations should take place both formally and informally. Formal evaluation strategies should be planned according to your program's policies; for example, holding meetings and distributing questionnaires. Informal processes are undertaken in a more casual and spontaneous way; for example, by talking to a person during an activity about their enjoyment of the program. Both have an important place in maintaining the quality of your service for the benefit of all participants.



Evaluation methods

There are a number of ways to evaluate the activity.

You may use a combination of any of the following:

- ▶ Observing participants during the activity for signs of engagement and enjoyment
- ▶ Questioning people about their interest in the program
- ▶ Comparing the person's holistic needs to the program schedule and activities, in consultation with supervisors
- ▶ Holding discussions with families about their level of satisfaction with the program
- ▶ Using surveys and questionnaires
- ▶ Reviewing records of attendance and participation

Observation

Participation levels may vary. For example, some people might be happy to sit and watch others take part in a sports game, and still enjoy doing so. For others, participation in a board game may involve a higher level of communication and interaction, such as laughing and talking about the game in an animated way.

Observing interaction and participation levels will help you evaluate the activity for effectiveness.

Here are some questions that may be helpful to consider when observing.

Questions you could ask when observing an activity

- ▶ Do most or all participants interact with other group members?
- ▶ Do people generally show signs of enjoyment during the program?
- ▶ Is there any evidence of unmet needs, such as withdrawal or behaviours of concern?

Collect feedback from participants

You can discover how a person feels about programs and activities by collecting verbal feedback.

Ask clients questions and listen to their ideas and opinions. You can gather feedback during group or individual discussions by asking clients what they like about the programs and what they think could be improved.



Review records and reports

Attendance records should be in line with legislation and show evidence of attendance, as well as late arrival or early pick-up routines. Intermittent or poor attendance in programs does not always indicate that a person does not enjoy the program. However, attendance that is less frequent than expected can sometimes indicate problems. Consistent records of poor participation could indicate dissatisfaction or that the person's needs have changed.

Incident reports, or accident reports, provide you with evidence that you need to review the safety of an activity. For example, a sudden rise in outdoor injuries may indicate that games are too boisterous or poorly supervised.

The organisation is required to maintain records, such as WHS records and attendance records for quality assurance and accountability.



Surveys and questionnaires

Surveys are tools used to collect standard information. You may interview a group using a survey with set questions about what they enjoy most at your service, and then compare the responses to see if a pattern of interests and preferences emerges. Keeping questionnaires and surveys anonymous can motivate people to provide honest feedback.

Here are some things to consider when designing and conducting surveys and questionnaires.

Developing appropriate questions

- ▶ Questions on a survey should be specific and appropriate for the age and cognitive abilities of the participants. For example, you may ask a group of older people with mild dementia simple questions like, 'How do you feel about the number of activities available?'

Alternative methods

- ▶ Surveys can also be conducted through methods such as a show of hands. For example, you may ask a group of children a few simple but very specific questions such as, 'Who thinks we should do that activity again?' and make a note of the responses.

Designing questionnaires

- ▶ Questionnaires, or evaluation forms, can be used to determine how participants feel about a certain program or activity. Make sure you ask specific, rather than general, questions. Always use words and phrases that are appropriate to the person’s cognitive abilities.

Review and development strategies

Use the evaluation to review the program. Focus on changes that need to be made, and identify options for developing and improving the program.

Work collaboratively, in consultation with others. This may involve setting up a team meeting to discuss how improvements can be made.

Questions to ask when reviewing the evaluation are below, as are suggestions for making developments.

Review questions

- ▶ How satisfied were participants with the activity?
- ▶ Were participation levels as expected?
- ▶ How well did the activity meet the participants’ needs and interests?
- ▶ What was not effective about the program?
- ▶ What was effective?
- ▶ Were outcomes achieved?
- ▶ What improvements could be made?

Developing options

- ▶ Brainstorm options for making changes.
- ▶ Consult with participants and stakeholders about changes that could be made.
- ▶ Assess each option for feasibility: cost, resources, outcomes and effectiveness.
- ▶ Document each option for approval.
- ▶ Develop a budget for changes that need to be made.

Example

A simple questionnaire

The following is part of a questionnaire used to gauge the response of a group of people with intellectual disabilities to a visiting group of performers.

Questionnaire			
Put a circle around the face that shows how you feel about the sentence.			
I liked sitting on the floor to watch the play.	😊	😐	😞
The play had music that I could sing to.	😊	😐	😞
The play was funny.	😊	😐	😞

Practice task 37

1. Design a simple questionnaire you could use to evaluate a health and leisure activity.

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2. Discuss what review and development strategies could be used to improve an activity.

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Click to complete Practice task 37

6C Collect, organise and report evaluation information

Evaluation reports provide a summary of evaluation results. They provide a clear and concise picture of your data, and allow you to analyse your information and make informed decisions when planning additional programs. You can also examine the relationships and connections between the activity and the results or outcomes.

Your service may have developed a framework of questions under which you can record program outcomes after an activity is finished. These evaluation questions can form the basis of your report.

Questions may include the following:

- ▶ What worked well during the activity?
- ▶ What went wrong?
- ▶ Were the materials relevant?
- ▶ Did everyone join in?
- ▶ Was it run safely?
- ▶ Was there anything you did not consider that might have made it more enjoyable?
- ▶ Did you achieve what you set out to do?

Collect information

Collect information from a range of sources when evaluating the program.

Possible sources are outlined here.

Sources for evaluation
▶ Interviews
▶ Questionnaires and surveys
▶ Informal consultation with participants
▶ Informal consultation with colleagues
▶ Observation
▶ Attendance statistics
▶ Summary reports

Organise information

Organise the evaluation information you have collected in a form that others can use. The clearest representation of information is a report. Reports summarise the key evaluation criteria and findings, suggest modification and outline actions.

Reports may be verbal or written. Verbal reports may be made to your supervisor and your team, or to the participants themselves. Verbal reports should be supported by written reports.

Written reports can be distributed to relevant people, such as other members of your team and management.

Reports should be clear, concise and objective. They must contain factual information, and be evidence-based. The report should use language that the target audience will understand. Arrange for language translation if required.

Written reports may include writing and figures such as graphs and images.



Be objective

Try to provide evidence for any claims you make, rather than making statements that are just your opinion. For example, 'The participants enjoyed the activity' is a vague and subjective statement that does not tell the reader how you came to this conclusion. 'The participants laughed during the activity' is a more objective statement.

Where possible, provide evidence that the activity was successful; for example, 'When asked, five participants said that they enjoyed the activity. Two participants asked if we could do it again next week.' You can provide other evidence in your report to back-up your writing.

Examples of evidence include:

- ▶ the results of surveys or questionnaires
- ▶ incident report statistics
- ▶ complaints or suggestions given by participants or families
- ▶ observations such as lack of participation or other behaviours
- ▶ the amount of time people spent on each activity.

Example

Collect, organise and report evaluation information

Emily is responsible for writing the evaluation report about a recent activity for people with intellectual disabilities. The activity involved a theatre group visiting to perform a play. Her report reads as follows:

'This afternoon, the group had a visit from a local theatre company. The play went for an hour, and the group seemed to enjoy it. Many of the participants laughed and smiled continually. This positive feedback was reflected in the results of the questionnaire. However, two people seemed to lose interest after the first half of the show. They both responded in the questionnaire that they thought the show was "a bit childish".



The theatre company members told me they are developing some new acts that would appeal to a wider age range. I think that if we use this group again in the future, we should ask them to deliver a play that appeals more widely to all ages and cognitive abilities.'

Practice task 38

Focus on a health or leisure activity you have helped to coordinate, or have participated in.

1. What types of information could you collect when evaluating the activity?

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2. Practise collecting one or more pieces of evaluation information; for example, conduct a survey of people who participated in the activity. Provide evidence of information you collected.

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Click to complete Practice task 38

6D Prepare and present reports as required

Preparing a report may take a few drafts to get it to a professional standard. As you get more experience you will become more proficient in report writing and presenting the information to others. Always work within the legislative and organisational policies regarding the privacy of the person and the way you are reporting the personal information to others.



Write professional reports

It is important to think about your audience when writing reports. In most cases, this will be other assistants and diversional therapists.

Guidelines for reports:

- ▶ Always use professional language when writing reports rather than slang or jargon.
- ▶ Abbreviations should only be used if they are accepted and widespread (such as 'ASD' for 'autism spectrum disorder').
- ▶ Your reports will be clearer and easier to read if you write in a direct, concise way, rather than using complex words and long sentences.
- ▶ Use headings to separate ideas and arrange your information in a clear and logical sequence.
- ▶ Appropriate and professional style usually requires word-processed documents in clear fonts.
- ▶ When using word-processing software, perform a final spelling and grammar check before saving the final version.

Comply with legislation and organisational requirements

In many organisations, there are processes to ensure that appropriate and useful information is collected about a person and their care and support needs. This should always be done in line with organisational policies and procedures and relevant legislation such as the *Privacy Act 1988* (Cth).

Check with your supervisor about how your organisation collects information about people, where and how it should be stored and who should have access to the information. You may need to engage the services of an interpreter or translator for some people to ensure that they are able to provide adequate information.



Present report

The report will be a record of the activity, and should be filed accordingly. Copies of the report may need to be disseminated to the appropriate person or people. For instance, you may email the report to members of your team, and your supervisor. In your email, you may ask for feedback or suggestions for improvement.

The report may be presented as part of an audit, or quality assurance. Industry standards require that all activities are documented. These reports may then be collated as evidence that activities took place, and improvements were identified.

The report may also be verbal. You may verbally present evaluation information to participants, in a team meeting or to your supervisor. Like in a written report, ensure the information in your verbal report is clear, accurate, objective and evidence-based. Be prepared to answer questions.

Example

Prepare and present reports as required

Here is an example of a report evaluating a sewing class:

The participants attended a sewing class. They were given the opportunity to use sewing machines, and learn simple sewing techniques, such as a straight stitch, a zigzag stitch and how to make a buttonhole. The participants made a tea towel in a fabric of their choice.

Participants were actively engaged for the length of the program. Participants asked questions, helped each other and tried new skills.

At the end of the activity, most participants completed a tea towel. However, three participants didn't get to finish. They felt they needed more time and could have done with more support.

In future, this program will allow another 30 minutes to ensure all participants have the chance to complete their project.



Practice task 39

1. Outline three guidelines to consider when preparing a report to present.

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2. What are the different ways a report can be presented?

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3. Why is it important to comply with legislation and organisational policies for storage of reports on people you provide care for?

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Click to complete Practice task 39

Summary

1. Evaluation uses review processes that help you gather information about the quality and success of activities after they have been delivered.
2. Evaluation criteria help you to identify whether the activities run by your service meet the needs of the people who attend the program.
3. Formal evaluation strategies such as meetings and questionnaires are planned and guided by your program's policies.
4. Informal processes are undertaken in a more casual and spontaneous way, such as talking to a participant during an activity about their enjoyment of the program.
5. Evaluation reports sum up the evaluation activities and results to provide an overall picture of the success of the program or activity.
6. Where possible, provide evidence for any claims, rather than making subjective statements that are just your opinion.

Learning checkpoint 6

Evaluate activity

This learning checkpoint allows you to review your skills and knowledge in evaluating the activity.

Part A

1. Provide three examples of criteria you could use to evaluate an activity.

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2. Identify two different people you could consult about criteria, and how consultation could occur.

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Topic 7

In this topic you will learn how to:

7A Determine documentation requirements that reflect accepted best practice

7B Conduct documentation processes according to organisation guidelines

7C Evaluate the effectiveness of documentation

Document the activity or program

Completing documentation is an important part of your work role. It provides evidence that your program planning is based on quality continuous improvement practices. Just as importantly, it forms a record of program successes and problems that can help you to reflect on and improve your services. Documentation processes need to be regularly reviewed and evaluated to ensure maximum levels of communication and compliance with industry procedures are achieved.

7A Determine documentation requirements that reflect accepted best practice

Workplace documents are used to communicate information and prove that legislative practices are being consistently followed. In some cases, funding for your service or program may be linked to the quality of paperwork and how individual records are kept. Requirements for documentation vary widely depending on the type and size of the service you provide. Some sub-sectors, such as aged care and children's services, often have more-complex requirements than general community services organisations.

Examples of documentation include:

- ▶ observation records to include in reports or assessments
- ▶ support plans
- ▶ WHS documentation, including incident reports, hazard identification forms and risk assessment forms
- ▶ administration requirements, such as admission forms
- ▶ financial records, including receipts, invoices and resource requests
- ▶ emails and other forms of written communication
- ▶ promotional materials.

Observation records

Significant observations should be recorded so your service can demonstrate that programs are planned with consideration of what you see and hear from participants during programs. These records can also be used at planning meetings as formal evidence of levels of participation and enjoyment. Records about individual's participation are confidential, so you should take care to use these records only in appropriate situations, such as planning meetings with authorised staff.

Your organisation will have its own methods and tools to record observations. Using a variety of tools and methods rather than just one can help to create a more accurate, objective picture. This will also help to support your evaluation of activities and the program. For example, you can back-up a written record about participation in a group activity with photographs of various stages of the activity.

Observation methods and tools:

- ▶ Diaries, journals or communication books
- ▶ Records written into the individual's file
- ▶ Checklists
- ▶ Photos and videos of participation
- ▶ Samples of artwork or craft activities that show skill and interest levels

Support plans

A support plan, care plan or individual service plan, or a set of case notes, is often kept for a person with complex needs who is receiving services from a support organisation. This can be shared with leisure and health staff to aid understanding of the person's needs.

Here is some information relating to the management of support plans.

About support plans

The person must agree to release their support plan and personal information to service providers.

Where possible, services are encouraged to use the one plan, rather than each service having a different plan, as this promotes consistency of care.

Support plans may have been written prior to your work with the person, or you may need to create this document yourself.

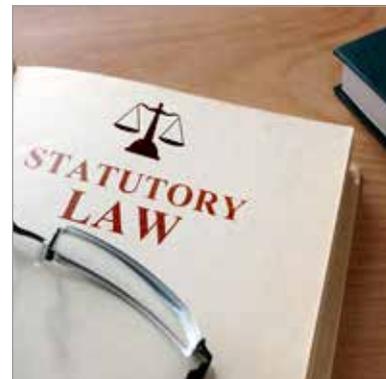
Many organisations have templates so you can simply enter the relevant details for the person.

Work within statutory and legislative requirements

It is your organisation's responsibility to ensure its policies and procedures comply with relevant legal obligations. These policies determine the way daily activities within an organisation are delivered. Follow workplace policies and procedures when completing documentation.

Ensure that a person's confidentiality is maintained when documenting workplace activities. Confidentiality must be in line with the *Privacy Act 1988* (Cth).

The *Privacy Act 1988* (Cth) and the *Privacy Amendment (Enhancing Privacy Protection) Act 2012* (Cth) set the framework for how information should be collected, disclosed, used and stored. This framework is detailed in the Australian Privacy Principles (APPs).



You can read about the Australian Privacy Principles APPs at the following website:

<http://aspirelr.link/app-privacy-fact-sheet>

Protect confidentiality

Some privacy considerations are outlined below.

Privacy considerations

- ▶ Ensure that personal information is maintained in a secure document, which is locked away or password protected.
- ▶ Don't photocopy or fax documents, unless required, and don't leave originals in the machine.
- ▶ Don't share documents with unauthorised people.
- ▶ Ensure documents sent by email are only sent to intended recipients. Be cautious when sending private information by email as documents can be hacked.
- ▶ Staff should be assigned new passwords to enter database on a regular basis.

Report abuse

An important consideration when handling personal information is to ensure you meet requirements for the disclosure of abuse. Even if a person reveals to you in confidence that they have been abused, disclosures must be reported by the organisation to the state's or territory's relevant statutory authority.

Store data

You should also be mindful of your other legal responsibilities in relation to storing information.

Below are some examples of legal breaches to avoid.

Privacy

- ▶ **Example of breach:** Sharing a person's medical records, which include their HIV-positive status, with a worker from another agency without the person's consent.
- ▶ **Breach:** The *Privacy Act* may be breached, as well as state-based legislation related to health records and personal information.

Child protection

- ▶ **Example of breach:** Emailing a person's child protection file from your laptop at home to a colleague in another department of your organisation for their opinion about how to handle a case.
- ▶ **Breach:** Child protection and privacy legislation may be breached.

Discrimination

- ▶ **Example of breach:** You keep a record of a job interview with an applicant where you note that his skin colour might make him unsuitable for working with your group of older white women.
- ▶ **Breach:** This could be a breach of equal employment opportunity legislation as well as of the *Racial Discrimination Act 1975* (Cth).

Example

Determine documentation requirements

Ida is interviewing participants in preparation for a new activity the service is delivering. She is recording each participant’s name, date of birth, age, room number, medical history, next of kin and expected outcomes.

Ida uses the form provided by the service. The form is used for all new activities. When she has compiled details, she makes one copy of each of the files. She files one of each form into the activity file, and adds the copy to the individual’s personal file.

When she has stored the files, she locks the cabinets. She also locks the office when she leaves.



Practice task 40

1. What are three current documentation requirements and expectations within the profession?

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2. What are three things you can do to maintain confidentiality when documenting activities?

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Click to complete Practice task 40

7B Conduct documentation processes according to organisation guidelines

Your organisation's documentation policies and procedures will reflect current legislative requirements. The procedures and processes will outline confidentiality requirements, and how to complete and store documentation according to requirements.

Your organisation may also have a style guide, which explains how to format documents.

Be familiar with your organisation's documentation guidelines. If you are unsure of how to source this information, speak to your supervisor.



Keep information up to date

Keeping information up to date ensures activities meet a person's changing needs. Workers are able to access accurate details to help them plan appropriate and safe activities, record progress towards goals, engage other expertise when needed and monitor other needs as they develop over time.

You can ensure the support provided to a person remains up to date by:

- ▶ completing an initial assessment when a new person begins an activity
- ▶ making sure case notes or support plans are reviewed on a regular basis
- ▶ completing a new assessment when there has been a significant change (such as a change to health status)
- ▶ completing a new assessment when the service changes significantly (such as when an individual wants to access an activity that has different risks).

Complete forms

Always complete forms honestly and thoroughly especially when applying for checks or qualifications. Your supervisor, manager, HR manager or the agency that has sent you the form or other document should be able to advise you on what to do.

It is important to never write down any information that you know is not true or may be misleading. Never provide a copy of a document that has been altered for any reason. If you do not know the answer to a question or do not have sufficient information to answer fully, you should take steps to find out how to do so.



Record-keeping requirements

It is good practice to establish sound methods for collecting and recording data and maintaining your own files and records. This process is often referred to as

7C Evaluate the effectiveness of documentation

It is vital that you are personally committed to continuous improvement processes in every aspect of your workplace. Because documentation plays such a large part in communication between members of staff, people being supported and external services, and reflects on your organisation's compliance with legislation, it is important to regularly consider the effectiveness of documentation processes.



Evaluation techniques

Here are some techniques you may use to evaluate the quality of documentation at a leisure and health service in three different areas, with examples of how you may determine the answers.

Evaluation techniques



Meeting requirements

Do all personal records meet best practice, policies and legislative requirements?

Determine the answer by:

- ▶ reviewing changes to legislation for possible impacts on documentation procedures
- ▶ auditing documentation against policy and procedures
- ▶ researching best practice improvements, and informing relevant staff of changes.



Policies and procedures

Are policies and procedures readily accessed by staff and written in a form that is easy to understand?

Determine the answer by:

- ▶ undertaking an annual review of policies and procedures by committee
- ▶ having a discussion or providing questionnaires to staff to determine how easy policies and procedures are to use.



Maintenance and security

Are records updated and maintained according to the Australian Privacy Principles?

Determine the answer by:

- ▶ reviewing privacy legislation and policies and procedures
- ▶ undertaking audits of the currency, security and storage of a person's information
- ▶ reviewing processes related to archiving old records.

Example

Evaluate the effectiveness of documentation

Lindsay is a recreation worker in a community organisation. A recent audit of how the files are maintained has identified some areas for improvement. Changes to the frequency of assessment reviews and related documentation processes have been written into policies and procedures, and a memo has been sent to staff to ensure the new procedures are followed. Although completing paperwork for and with participants is time-consuming, in the long run it benefits participants enormously and helps to ensure their safety and overall satisfaction with the services they receive.



Practice task 42

1. How can you ensure personal records are maintained according to Australian Privacy Principles?

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2. What techniques can you use to ensure all personal records meet best practice, policies and legislative requirements?

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Click to complete Practice task 42

Summary

1. In some cases, funding for services and programs are linked to the quality of paperwork and personal records kept by the organisation.
2. Significant observations should be recorded so your service can demonstrate that programs are planned based on what you see and hear from participants during programs.
3. Support plans, care plans or individual service plans are often kept for people with complex needs who are receiving services from a support organisation. These may be shared with leisure and health staff to aid in understanding of the person's physical and health needs.
4. Keeping information up to date ensures appropriate support is provided to people, and activities are well-suited.
5. Because documentation plays such a large part in communication between members of staff, participants and external services, and reflects on your organisation's compliance with legislation, it is important to regularly consider the effectiveness of documentation processes.

Learning checkpoint 7

Document the activity or program

This learning checkpoint allows you to review your skills and knowledge in documenting the activity or program.

Part A

1. Identify two relevant pieces of legislation you should comply with when documenting health and leisure activities.

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2. Identify three other relevant documentation requirements.

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3. Identify three organisational processes you should follow when completing documentation.

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