



STAFF & VOLUNTEER HANDBOOK

Cheltenham Community Centre

School Holiday Activity Program
for Primary School children

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CHELTENHAM COMMUNITY CENTRE'S HOLIDAY ACTIVITIES

Introduction

In 2007 Cheltenham Community Centre's (CCC) first Holiday Activity Program was launched in response to a need in the local area for entertainment for Primary School children (5–12-year-olds) in the school holidays (January, April, July and September). Our Holiday Activities Coordinator and Assistant Coordinators conduct the program with a team of volunteer leaders.

Aims of the activities program are:

- Provide an opportunity for children to learn new skills or /and participate in an enjoyable activity in a relaxed environment
- Provide activities with an emphasis on fun so children feel good and are encouraged to participate in future activities of the Centre
- Provide an opportunity for children in the local area to socialise and connect with children of different schools and cultures in the community
- Provide a safe, nurturing environment for children so parents and children feel welcome and confident in their participation in the program
- Introduce children to new activities conducted at their local Community Centre.

We encourage the team of staff and volunteer leaders to:

- Smile! – be happy around the children & they will be happy too (enjoy yourself!)
- Use positive language – see last page for communication tips
- Create a fun environment – eg make up a fun game to clean up at the end of a session
- Be firm when guiding behavior & ask Coordinator for assistance if necessary
- Use appropriate language for children (never say “Shut Up”, “Go away” or swear)
- Jump in and help whenever you can see help is needed
- Ask Coordinator what you can do if you are unsure

BENEFITS TO STAFF AND VOLUNTEER LEADERS

Volunteer roles give a fantastic opportunity to students (Secondary College, University, TAFE), unemployed, or part-time workers to:

- develop communication skills with children
- work in a team in a supportive environment
- practice and develop leadership skills
- use initiative and imagination
- gain confidence in the workplace & in life
- fulfill personal needs and/or goals
- use the holiday period productively to create career direction and awareness; and
- have a fun and enjoyable experience with the freedom to express their own personality with children and leaders.



POSITION DESCRIPTION

ROLE OF THE ASSISTANT COORDINATOR AND VOLUNTEER LEADERS

- Lead small groups (5-10) of children, ensuring all participants are safe.
- Guide children through activities spending more time with those that need more assistance.
- Build positive, appropriate relationships with individual children of the group (take time 1-on-1).
- Supervise medium-sized (20-30) groups of children with support of other assistants and volunteer leaders.
- Provide encouragement and motivation in the spirit of the activity to ensure children have an enjoyable experience.
- Be actively involved in each of the activities – be a part of the group (rather than standing and observing).
- Be a good role model to the children (including positive communication – see overleaf).
- Ensure every child is participating and being included.
- Give care and attention to sick and hurt children where necessary.
- Perform tasks as directed by the coordinator.
- Work with other team members to achieve common goals.

PROGRAM OPERATION & TERMS OF THE POSITION

- The school holiday programs are conducted every day of the school holiday periods April, July, September, and 2 weeks of the January school holidays except public holidays.
- Activities commence at 9am and conclude at 4.30pm.
- Staff and volunteer leaders are required to start at 8:30am for a briefing on the day's activities and assist with set-up; and finish at 5.00pm (after pack-up).
- Assistant Coordinators and Volunteer Leaders may nominate the days/times they are available and be rostered each day which is usually confirmed at least one month before the program commences.

The positions of the holiday program Coordinators and Assistant Coordinators are paid positions and the volunteer leader's positions are voluntary. An appropriate reference and acknowledgement of community service is presented on completion of the program when requested.

A Working with Children and Police Check is essential for all staff and volunteers over 18 years of age and if you have been a volunteer leader and wish to be considered for a paid Assistant Coordinator position when you turn 18 years old or if you have been a paid Assistant Coordinator and wish to be considered for a Coordinator position, please contact Kim Wareham at the Centre.

Please note:

The use of mobile phones is not permitted unless you are on your break or have been asked to take photos of the program. The phone is to be kept in your bag at all other times.

Always ask the Coordinator if you have any questions, concerns or are unsure of your tasks.

You are required to be punctual and if unable to arrive on time or you are unwell, please contact CCC Customer Service on 9583 0095 to let them know as soon as possible.



COMMUNICATION WITH CHILDREN

Staff and volunteers in the CCC Holiday Activity Program are required to communicate effectively and in a positive manner with children, parents, and team members.

Good communication will assist with:

- developing positive relationships
- understanding children's behavior and responding in an appropriate manner; and
- providing an environment where children feel encouraged to speak up and express themselves.

Always ask if you are unsure or need assistance.

How to communicate effectively with children:

- Show acceptance and do not be judgmental.
- Give them a warm welcome as they come in the door.
- Let them know you enjoy being with them.
- Be at their level by squatting, kneeling, or sitting down.
- Combine warmth, caring and freedom within fair and acceptable limits.
- Be responsive and use a quiet voice, which will be calm, sensitive, reassuring, yet firm and strong when necessary.
- Use an open and accepting manner (listen, engage, eye contact, patience)
- Give encouragement for effort and improvement and focus on what is being done.
- Be aware of a child's feelings, e.g., if Jo asks you if you like his painting, you could say: "It sure looks like you have enjoyed using the red paint today, Jo.", or "How do you feel about it, Jo?"

Use positive guidance

Let the children know what is acceptable and what they can do rather than focusing on what they can't do: e.g. Instead of: "Don't run inside" say "Remember to walk inside." "You've put the brushes in the wrong place" say "I see you've put the brushes away."

2-way Communication

- Listen and give children time to speak so they feel worthwhile and accepted.
- Use nonverbal behavior such as a warm, open accepting manner and respectful body language such as giving them a smile.
- Talk to children about what they can do and recognise the efforts they are making.
- Be honest, sensitive, and not condescending.
- Ask open-ended questions.



WARM UP NON-ELIMINATION GAMES

- ❖ Circular Poison Ball (use a soft ball)
- ❖ Octopus
- ❖ Scarecrow Tiggy
- ❖ Heads Down, Thumbs Up
- ❖ Fruit Salad
- ❖ Simon Says
- ❖ Indian and Tee-Pees
- ❖ Cat and Mouse
- ❖ Tunnel Ball

Two-Minute Walk

In this game each player tries to walk from one end of the room to the other in exactly two minutes. All the players line up against one wall and, on the signal of someone with a stopclock or watch, begin slowly moving towards the other side of the room. No player is allowed to go backwards or to stand still. The person nearest the wall after two minutes is the winner.

Tortoise Race

This is a race similar to the Two-Minute Walk except that it is not timed. The players line up at one wall and on a signal begin making their way as slowly as possible to the other wall. All the players must walk in a straight line and not go backwards or stop moving. The winner is the last to reach the wall.

Bop-It

You need a speaker with music with a beat on and you call out the actions to which the children respond in the following ways:

Kick it - children kick in front of them (ensure they're all in space first!)

Twist it - twist their bodies halfway around then back, feet remaining in same place on the floor.

Spin it - children turn around

Pull it - imagine they are pulling two levers down from above their heads.

Bop it - jump in the air.

They must try to do all these actions on the beat of the music.

Commando

- Split the class into two / three teams. Their aim is to reach the opposite side of the hall.
- Each team stands in a line at one side of the hall with their legs spread apart.
- The person at the back then crawls underneath all the pairs of legs and then becomes the person at the front.
- Once they have reached the front of the line, the child then must shout "next", so the person at the back knows when to start. Slowly but surely the line starts to move forward!

Here's a tip: make the children stand really close together as it's a little easier.

The first team to the opposite end of the hall is the winner.

Shipwreck (outside game)

Before you begin, the children should be taught the commands which the activity involves (see below – choose 4-5 actions).

Children start by forming a line (one behind the other) directly in front of the teacher. The teacher then shouts a command, and the children have to perform the activity associated with that command.

Command	Action
Port	Run to a wall / line on the left side of the area.
Stern	Run to a wall / line on the right side of the area.
Roll Call	The crew must line up at the midline of the playing area, feet together, toes on the line, salute and say “aye-aye captain!” The crew may not lower their salute until the captain salutes and says “at ease.”
Scrub the Decks	Children crouch down and pretend to clean the floor with their hands.
Climb the Rigging	Children pretend to climb a rope ladder.
Man the Lifeboats	Call out a number (e.g. 6) and the children have to get into groups of six and "row" their lifeboat.
Captain's Coming	Children salute and shout out "Aye Aye Captain"
Man overboard	Children jump as if going over the side and then sink down holding nose with one hand and raising other hand in air as if going under water.
Walk the Plank	Children have to walk in a perfect straight line one foot exactly in front of the other with arms outstretched to the sides.
Submarines OR Shark Attack	Children lie down on their stomachs as quickly as possible.

Magicians (same as Pirate Ship but a different theme)

Command	Action
Stage Left	Run to a wall / line on the left side of the area.
Centre Stage	Run back and form the original line in front of the teacher (children do not have to be in the same order).
Stage Right	Run to a wall / line on the right side of the area.
Audience	Clapping
Wands	“Abracadabra” and wave wand with hand
Disappearance Act	Children hide behind one another
My lovely Assistant	Fancy wave
Casper the Dove	Fly around like a bird
Balloon Animals	Children blow up balloons (hands are balloons increasing in size)



Holiday Coordinator's Briefing for Assistant staff and Volunteers

Daily briefing

- Welcome – Introduce yourself, Assistant Staff and volunteers.
- Buddy – Assign an experienced Assistant to be the volunteer's buddy for the holidays
- Explain responsibilities of the role – All staff and leaders are to ensure all children are having fun and are happy, in a safe and nurturing environment, by:
 - Smiling and talking to children
 - Always using positive language (not yelling, use “do’s” not “don’ts”)
 - Encouraging and motivating all children to participate
 - Involving yourself with the games/activities
 - Assisting children with craft, cooking, sports activities
 - Ensuring the children are being safe
 - Making sure every child is participating in the activity – not just watching
 - Care for children that are hurt or upset and alert staff members. First aid is in the office if children need further attention
 - Taking children to the toilet or for a drink when needed
- Professional workplace behavior, including:
 - No using mobile phones/electronic equipment
 - Only sit down if you are sitting down with children
 - Dress neatly and appropriately for the activities
 - Work as a team with the Coordinator, Assistant staff, and other volunteers
 - Inform the Coordinator and/or Assistant staff of any situation that is of concern
- Inform volunteers of their specific role for the day including:
 - Setting up/packing up/cleaning areas
 - Conducting craft/cooking/sports
 - Working with a group or preparing food in the kitchen.
- Ensure volunteers are fully aware of what they are required to do and if they are unsure to ask you.

New Child Safety Standards for Victoria

Victoria adopted new updated Child Safe Standards in 2022 to protect children and young people from harm and abuse. The new Standards will increase protection for children and young people. This information and guidance help education providers transition to, and comply with, the new Standards.

Child Safe Standards Training module

All staff and volunteers for our Holiday Activities must complete this training presentation by **reading through the slide notes** (in the link below) and **completing the agreement** (page 9) to confirm you are familiar with the current Child Safety Standards.

The presentation is for staff and volunteers in child-related work in Community Centres and government schools. Under the Child Safe Standards staff and volunteers must receive an induction and training in child safety that is appropriate to their role and responsibilities.

This presentation contributes to:

- training requirements for Child Safe Standard 8 - child safety knowledge, skills and awareness
- induction requirements for Child Safe Standard 6 - suitable staff and volunteers.

https://www.education.vic.gov.au/Documents/about/programs/health/protect/child-safe-standards-volunteer-training_2022.pptx



Victorian Child Safe Standards – Agreement form

As a CCC Holiday Program employee or volunteer, I agree to practise the following:

- I have watched the Victorian Child Safe Standards training presentation for school or community house volunteers/staff.
- I will follow the direction of the child safe standards practice and have answered the questions to the best of my ability following the training.

Questions regarding Child Safe Standards

1. What is one of the main reasons for implementing the new Child Safe Standards?
2. How many Child Safe Standards are there in Victoria?
3. What are the three main points to remember when responding to incidents, disclosures and suspicions of child abuse?
4. What are the four critical actions for schools when responding to incidents, disclosures and suspicions of child abuse?
5. What could one off the signs of child abuse be?
6. Who do you report any concerns to when working on the CCC School Holiday Activity Program?
7. Whose responsibility is it to ensure child safety at CCC?

Victorian Child Safe Standards – Agreement form Declaration

I understand and abide by the Victorian Child Safe Standards. I agree that I will not attend the CCC School Holiday Activity Program as a staff member or volunteer until this agreement has been signed and returned, and that my continued attendance at work relies upon this agreement being upheld.

Name: _____

Signature: _____ Date: / /

Name of CCC Supervisor/Manager _____

Signature of CCC Supervisor/Manager _____